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ABSTRACT

Developed to promote greater awareness and understanding of Canada by American students and teachers, this interdisciplinary curriculum guide includes not only social studies, but also activities dealing with mathematics, science, environmental studies, English, art, and music. The book is divided into five modules, each giving a different perspective--geographic, economic, historical, social, and political. Each module is structured around key concepts, skills and attitudes, teacher notes, focus questions, coded activities, and discussion questions. Following each module is a series of relevant maps and illustrations, such as cartoons and graphs, all pertinent readings and a bibliography. All units could be taught independently or incorporated into other courses of study. The ethnic and linguistic diversity of Canada is emphasized throughout the curriculum. Though American-Canadian cooperation is included throughout the units, the uniqueness of Canada is also stressed. (CBC)

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syllabus and resource guide

CANADIAN STUDIES

for elementary and junior high school teachers

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THE STATE EDUCATION DEPARTMENT
Bureau of Curriculum Development
Albany, New York 12234

Center for the Study of Canada,
State University College
Plattsburgh, New York 12901

syllabus and resource guide

CANADIAN STUDIES

for elementary and junior high school teachers

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FOREWORD

WHY STUDY CANADA?

Located next door to the most populous area of Canada, people of New York State, perhaps more than most citizens of the United States, interact frequently with Canadians. Many New Yorkers visit Canada on a regular basis as tourists and shoppers, to attend professional and amateur sports events, to visit relatives, to hunt and fish, or simply to travel. Many New Yorkers are able to listen to Canadian productions, watch Canadian television programs, or buy Canadian newpapers. This interrelatedness of New Yorkers with Canadians is only one of numerous reasons for us to study Canada.

Interrelatedness also exists at the level of major industries and national governments. For example, the United States and Canada are each other's most important trading partners. The transactions between these two countries are so numerous and extensive that a study of Canada leads us to examine important aspects of United States economic and foreign policies.

To gain a thorough understanding of our own culture, comparisons with the culture of others are needed. Everything from Canada's heritage to landforms is similar to those of the United States. Thus, it is both valuable and important that we be aware of the similarities and differences between the two countries and cultures.

A knowledge of Canada can enhance our comprehension of global affairs. Multinational corporations, for example, are likely to play increasingly important roles in determining how stable international relations will be in the future. Our understanding of the United Nations can also be increased by comparing the changing roles played there by Canada with the roles played by the United States. By examining the historical foreign policies of Canada with respect to the Caribbean, the Middle East, the Far East, and elsewhere, one learns that Canada's priorities in world affairs are at times different from those of the United States. A careful study of why Canada has chosen to pursue different policies in these areas will help us appreciate that the national interests of even the friendliest of nations do not always coincide. Furthermore, recent issues of concern for both countries such as acid rain, environmental deterioration, and energy use and conservation, necessitate that not only our government leaders but the general public be adequately informed about the nature of these issues and problems. To understand the role that Canada's national interests play in global and regional affairs may contribute to a future in which Canada's national interests and our national interests become more compatible.

The Center for the Study of Canada at SUNY Plattsburgh and the New York State Education Department have worked cooperatively together for nearly a decade to produce curriculum and resource materials which will assist teachers in our State--and indeed throughout the country--to expand, to improve and to enrich Canadian units in the curricula of our elementary and secondary schools. This guide is intended for use at the intermediate grades and at the junior high school level. As designed, it may be used effectively with both the revised social studies program for grade 5 and with the forthcoming 7th and 8th grade social studies program. The guide serves as one of an expanding array of Canadian Studies materials available to teachers. A list of available materials may be obtained by writing to the Center or to the Bureau of Curriculum Development or the Bureau of Social Studies Education at the State Education Department in Albany.

People in the United States, especially New Yorkers, need to be knowledgeable about our neighbor and friend to the north. Canada is important to us for many

reasons and is at our doorstep. *Vive le Canada! Vive la difference!*

THE DEVELOPMENT OF CANADIAN STUDIES MATERIALS IN NEW YORK STATE

Nine years ago a workshop was held at SUNY Plattsburgh, supported by a grant from the Donner Foundation, for teachers seeking more information about Canada to use in their Canadian Studies courses at the high school level. The observation was frequently made during this successful workshop that teaching materials in Canadian Studies at all grade levels were generally unavailable. As a result, the Center for the Study of Canada applied to the Government of Canada for a grant to support the development of Canadian Studies syllabi and resource materials for use at the high school level. We intentionally involved in this project teachers at both the elementary and secondary levels with the intent to apply for another grant to develop curriculum materials at the intermediate level at a later date.

In 1976, another workshop was held which included representatives from the New York State Education Department. This workshop concerned the preparation of secondary level materials for Canadian Studies classes.

The first field-test edition of Canadian Studies: Curriculum Guide for High School Teachers was prepared and tested during the fall of 1977 and the spring of 1978. A second developmental and assessment workshop was held in June 1978. A select group of field testers, scholars, and government officials met at SUNY Plattsburgh to examine the findings obtained from extensive questionnaires that had been completed by the field testers. Once the results from the questionnaires had been examined, suggestions were made for a revision of the Guide. The second field test edition incorporated these suggestions as well as others elicited from teachers, scholars, and others interested in teaching Canadian Studies.

The high school project was completed with the publication in 1980 of the "Canadian Studies Teaching Strategies and Resource Guide for Use at the Secondary Level." This 166-page guide for teachers considers the following topics: Regionalism, The French Fact, The Cultural Mosaic, Canadian Identity, and Canada and World Affairs. (The French Fact is also available in a French edition.) The guide provides numerous teaching strategies and contains a significant amount of graphic materials including maps, readings, charts and word puzzles. The State Education Department, in cooperation with the Center, produced a companion volume to this guide--*Canadian Studies: A Syllabus*. The resource guide may be acquired by writing to the Center for the Study of Canada, Plattsburgh. The syllabus is available from the New York State Education Department.

While working on the secondary materials, we found that many intermediate and junior high teachers in the State of New York were in need of teaching materials for use in their classes, especially at the fifth grade level where Canada has been part of the State social studies curriculum since the revision in the 1960's. Consequently, the Center submitted another grant to the Government of Canada during the summer of 1978 for the purpose of developing a Canadian Studies resource guide and syllabus which could be used at the elementary and junior high school level. The curriculum revision of the K-6 Social Studies Program, completed in 1982, includes the study of Canada at the 5th grade level. The revision of the 7-12 Social Studies Program calls for Canadian Studies at the 7th and 8th grade levels.

During the month of November 1978, a preliminary meeting was held in Albany, attended by teachers, Center personnel, and representatives from the State

Education Department to establish the appropriate outline and structure of the guide. A special three-day workshop was held at Plattsburgh in March 1979, to go over in detail the contents of a preliminary draft. From March until the end of July 1979, the guide was written and edited, the graphics and cartographic work task completed, and additional input was obtained from experts in the field. This task was accomplished with the assistance of Center personnel, elementary teachers, scholars at Plattsburgh, State Education Department staff members, and the principal author of the Guide, JoAnn Larson.

During the month of April 1979, the State Education Department sent letters to all social studies chairpersons and supervisors throughout the State requesting field test applications for the project to begin during the fall of 1979. The response was overwhelming. Initially, we had intended to involve only 25 to 30 schools, but because of the enormous response the number was almost doubled. Schools were selected using the following criteria:

1. Geographic distribution of the schools in the State.

2. Distribution of the types of schools: urban, rural and suburban schools.

3. The economic structure of the schools.

4. Public and non-public schools.

The evaluation reports of the field testers as well as additional suggestions of curriculum consultants were used to revise, update, and improve the guide. The result of the many years of effort is "Canadian Studies: Syllabus and Resource Guide for Elementary and Junior High School Teachers."

This current project brings to fruition 15 years of Canadian Studies development in the United States. The history of Canadian Studies in our country has moved from courses and programs started first at the college graduate level during the 1960's to undergraduate programs during the late 1960's and early 1970's, to secondary level courses during the mid 1970's and presently to courses in the elementary school.

This curriculum development project is unique in that it has involved the cooperative efforts of a varied group of dedicated people in the public and private sector. It has received the full support and participation of university administrators and faculty and the Bureaus of Social Studies Education and Curriculum Development of the New York State Education Department, combined with the efforts of many teachers. In addition, government officials from the two countries have participated in the development of a course of study to be used in one of those countries. It is hoped that this unique instance of cooperation bodes well for the success of the guide in creating understanding between Canada and the United States.

HOW TO USE THIS GUIDE

General Purpose of the Guide:

Canada and the United States are closely interrelated. As North Americans we share similar physical environments, economies, histories and heritages. A study of Canada provides students with a unique opportunity to make important observations and comparisons of two similar yet distinct countries and peoples. An important goal of this guide is to promote a greater awareness and understanding of Canada for students and teachers.

This guide is designed to be interdisciplinary. In addition to social studies activities, Canadian Studies materials dealing with mathematics, science, environ-

mental studies, English, art and music are provided. Teaching strategies have been designed not only in terms of concepts and subject content, but also in terms of the skills which can be introduced, reinforced, developed and expanded in the course of the student's study of Canada.

This publication is not intended to serve as a student textbook. Nor should this guide be perceived as a collection of lesson plans to be followed day-by-day in teaching Canada. More materials than any single class could possibly use are provided. Teachers are invited to select those graphics and readings which they perceive as being appropriate for their particular students.

Flexibility has been an important consideration in the design of these materials. It is understood that the study of Canada varies dramatically from school to school in terms of time devoted to Canadian studies and resources available. Although a sequence of materials is proposed, strategies are designed in such a way that teachers may restructure materials to satisfy their own time sequence, library resources and personal interests.

This guide differs from the field-test version. The present sequence of information and activities reflects a pattern similar to those found in the New York State K-6 Social Studies Program (1982). Materials found in Module I, "The Geographic Perspective--Canada in North America," could readily be infused into a hemispheric approach to North American geography. Certain case studies such as those dealing with "the St. Lawrence Seaway," "The Harp Seal Hunt," "Life in Canada's North," "Loyalists in Revolutionary America" and "The Human Rights of the Hutterites in Alberta," are designed in such a way that they can be taught independently of a Canadian unit or blended into another course of study. Among the different modules there is intentionally a certain amount of overlapping of materials. Teachers must make the final decision as to what structure or organizing pattern best meets their specific needs.

Format:

This revision follows a format which is compatible with, but not identical to, the new K-6 revision. Each module is divided into a number of understandings, each of which includes concepts to be developed, possible skills or attitudes to be used, possible activities, teacher background information sections, and questions. Each element is clearly interwoven and must be linked in a planned, purposeful way in order to provide effective instruction.

A. *Concepts*--Ten key concepts are identified in the K-6 Social Studies Program:

change	identity
citizenship	interdependence
culture	nation-state
empathy	scarcity
environment	technology

B. *Skills/Attitudes*--These reflect the K-6 Social Studies Program's definition of basic skills essential for life-long learning and citizenship. Skills are organized under the following major headings:

Getting information

Using information

Presenting information

Participating in Interpersonal and Group Relations

Self Management Skills

C. *Content Understanding*--Statements of content understanding are used as vehicles for organizing content and should be considered as the desired outcome of student inquiry. Understandings are numbered for ease of reference, but do not imply a sequential development.

D. *Teacher Notes*--These provide the teacher with selected factual or statistical data directly related to the understandings; this material is provided as teacher background information and is in no way to be construed as comprehensive or as the main focus of student inquiry.

E. *Focus Questions*--These questions apply directly to the understandings and go beyond the specific materials presented in student activities.

F. *Activities*--Teaching strategies were designed to fit a variety of learning styles and should be adapted for specific classroom use. It is not necessary that each activity be developed with each child. Activities are not necessarily presented sequentially. Some strategies represent alternative ways of achieving a single objective. It is the teacher's role to determine the specific needs of his or her students and to make appropriate assignments.

Resource materials are included at the end of each module. They are divided into Figures (Fig.) which include maps, charts, graphs, and cartoons, and Readings (R.). General references which serve as teacher resources are provided at the end of each module. Specific references which apply to a given activity are included within the body of the text.

Teachers are urged to examine the new State Education Department publication, Incorporating Skills into Social Studies Programs K-12, for guidance in using skill-type activities in these materials. Attention is particularly drawn to the skills continuum (K-6) and to the suggested activities in the State Education Department publication. Teachers should also refer to the State Education Department Social Studies Program K-6.

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It is impossible for us to acknowledge the contributions of all the dedicated people who in so many ways contributed to the completion of this project. We wish to recognize, however, the efforts, and to identify the roles played by, the following people:

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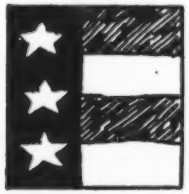
SYLLABUS SYMBOL KEY

Symbols used in this guide are intended to encourage interdisciplinary planning and a holistic view of classroom instruction. These symbols also appear in Social Studies Program K-6. The key to the symbols is as follows:

TEACHER NOTE



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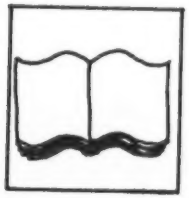

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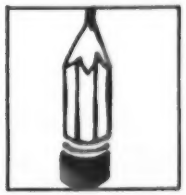

COMPOSITION

ORAL LANGUAGE

MATHEMATICS

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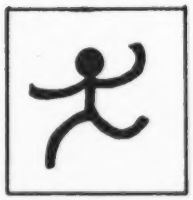

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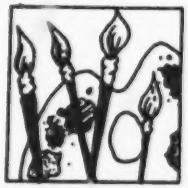
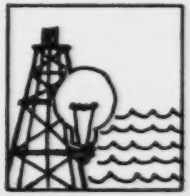
MUSIC



THE ARTS



ENVIRONMENT / CONSERVATION

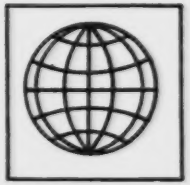
FOREIGN LANGUAGE / BILINGUAL

LIBRARY / LITERATURE

DRAMA

HUMAN RIGHTS

HANDICAPPED AWARENESS



GLOBAL AWARENESS

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MODULE I: THE GEOGRAPHIC PERSPECTIVE — CANADA IN NORTH AMERICA

GEOGRAPHIC CONTENT UNDERSTANDING

1. Canadians live in a country of great beauty, size, and variety.

CONCEPTS

Environment
- as related to geography including such components as boundaries, distance, directions, and physical features

Nation State
- as related to national identity

SKILLS/ATTITUDES

Getting Information
- identify a variety of sources of information
- locate information in print and nonprint sources

Using Information
- classify and/or categorize data by selecting appropriate labels
- develop graphs to clarify data and ideas
- draw inferences from data by identifying relationships
- check on completeness of data and test validity of hypotheses
- generalize from data

Presenting Information
- write in an expository way by communicating ideas coherently

TEACHER NOTES

+ Some Canadians prefer the term, "Canadien," the meaning of which is more than a French translation of Canadian, but has generally been taken to refer to those French-speaking people and their descendants who remained in Canada after the British Conquest in 1763. The term, "Quebecois," (KAY-BEK-WAH), now commonly refers to the people of Quebec, most of whom are French-speaking. The term "Acadien" refers to the French Canadian community in the Maritime Provinces, especially New Brunswick.

+ In terms of land mass, Canada is the second largest country in the world (approximately 3,800,000 sq. miles). The U.S.S.R. is the largest nation with an area of 8,656,000 sq. miles. The United States is the fourth largest nation with approximately 3,600,000 sq. miles.

+ The size of Canada can be demonstrated in many ways; e.g., 5½ time zones (there are 4 in the U.S.), the Province of Quebec is more than twice the size of Texas. There are more lakes in Canada than in the rest of the world combined.

FOCUS QUESTIONS

- *What impact does great size have upon a country?*
- *Why would you expect to find great variety in a large country?*
- *What kinds of things would likely vary in a country as large as Canada? Why?*

ACTIVITIES

- Up to two months before the class begins its unit on Canada, have students write to tourist information agencies (see Fig. 1.1 for addresses). The class would compile a class library of materials, brochures, maps, pictures, and the like which could then be referred to throughout the study of Canada, both as sources of information and as resource materials for collages and diagrams.

- Have students examine pictorial essays of Canada in such books as Between Friends/Entre Amis, National Film Board of Canada, Ottawa, Canada, 1976. This magnificent collection of photographs was Canada's Bicentennial gift to the U.S. Have students guess who the people are and where in Canada they come from without giving them caption cues. Another picture book is Canada: A Picture Book to Remember Her By, Crescent Books, New York, 1978.

- Using brochures, posters, etc., collected in the first activity, have groups of students design visual essays which describe Canada as students see it.

- Show the half-hour color film, Here is Canada. This film, produced by the National Film Board of Canada, attempts to explain what Canada is all about and is available on loan free from the Canadian Consulate in New York City. Have the students compare their visual essays to the film presentation.

- Because Canada is the second largest country in the world, size is an important consideration in the study of Canada. The following exercise provides students with an understanding of distances and comparative size.

  Using a piece of string, have students measure the following on a map and determine distances in both miles and kilometers. Use Fig. 1.2.

  - Vancouver, British Columbia to St. John's, Newfoundland
  - Pt. Pelee, Ontario to Ellesmere Island (in Canada's north)
  - Ottawa, Ontario to Dawson, Yukon Territory
  - Ottawa, Ontario to Ellesmere Island
  - Dawson, Yukon Territory to Halifax, Nova Scotia
  - Windsor, Ontario to New York, New York

- Using maps of equal scale have students cut out the shape of Canada and superimpose this shape on such countries as: U.S., U.S.S.R., People's Republic of China, France, etc.

  Discussion Questions:

  - In terms of size, how would you describe Canada?

  - How does New York State compare in size with Canada? With the Provinces of Quebec and Ontario (Fig. 1.3)?

- Next, have students examine either Fig. 1.4 (which is an Azimuthal equi-distant projection) or a globe. These projections will help students visualize Canada's location in relation to the rest of the world. Since Canada has "gone metric," have them measure distances in kilometers to the following locations:

  - Ottawa to the North Pole
  - Ottawa to the South Pole
  - Ottawa to Moscow, U.S.S.R.
  - Ottawa to London, England
  - Ottawa to Capetown, South Africa
  - Ottawa to Melbourne, Australia
  - Ottawa to Cairo, Egypt
  - Ottawa to Vancouver, British Columbia

- Using the string measurement technique, have students develop bar graphs, comparing the distances in the above activity.

- If you were flying from Ottawa to Hong Kong, which route would you take?

- Both Figs. 1.2 and 1.5 give information regarding Canada. Have students discuss the following:

  - What kinds of information does each map give?

  - Could a person determine where the capital of Saskatchewan is by looking at Fig. 1.2?

  - Could a person discover the shortest route between Ottawa and Hong Kong by looking at Fig. 1.5? Fig. 1.4?

- Have students use an almanac to determine the five largest countries in the world and the five countries with the largest populations.

  Discussion Questions:

  - What country has the largest land mass?

  - What country has the largest population?

  - What three are large in terms of land mass and population?

  - Where does Canada rank in terms of size? In terms of population?

-

  Have students conduct experiments to determine magnetic north. Using several bar magnets, tie a string around the middle of a bar magnet and let it dangle; the magnet will orient itself in a north/south direction; the north seeking pole of the magnet will point to magnetic north.

-

  Canada is so large that it has 5½ time zones (see Fig. 1.6). Ask students how many the U.S. has.

  Each time zone is roughly equal to fifteen degrees longitude. Universal Time is measured from the 0° meridian at Greenwich, England. Have students examine Fig. 1.6, then answer the following questions:

  - If it is noon in St. John's, Newfoundland, what time is it in each of the following Canadian cities?

    - Halifax
    - Ottawa
    - Winnipeg
    - Edmonton
    - Vancouver

  - Why don't the time belts follow every fifteen degree meridian exactly?

  - Why did they choose the names they did for each Canadian time zone?

- Now have the class write a short story about a Canada in which there were no time zones. In this Canada when it is noon in St. John's it is also noon in:

  - Halifax
  - Ottawa
  - Winnipeg
  - Edmonton
  - Vancouver

- Have the class explain why on June 10, 1978 in Ottawa, Ontario the sun set at 10:02 p.m., and on January 18, 1979 the sun set at 5:03 p.m. (see R.1.1). For additional information on time zones see:

  Tannenbaum, Harold E. et al., Measuring Time: A Unit in Celestial Clocks. New York: Webster Division, McGraw Hill, 1976.

GEOGRAPHIC CONTENT UNDERSTANDING

2. Canada shares landform regions with the rest of North and South America.

CONCEPTS

Environment
- as related to geography, patterns, boundaries, natural and artificial features

Identify
- as related to regional differences

SKILLS/ATTITUDES

Using Information
- generalize from data by creating a broad statement which encompasses findings

Presenting Information
- use media and various visuals for communicating ideas by:
  - constructing maps
  - using photographic essays
- write in an expository way by forming generalizations based on appropriate data and supporting such generalizations through the use of relevant factual information
- Speak in an effective way by
  - presenting an oral report

Participate in Interpersonal and Group Relations
- define basic issues

TEACHER NOTES

+ Canada is a huge country which can be likened to a saucer; it is bounded in the West by the Cordillera (Rockies) and in the East by the Appalachians. Huge Hudson Bay and the surrounding lowland comprise the center of the saucer. The dimensions of the country are approximately 3000 miles East-West and North-South.

+ More than 80% of Canada's population lies in the interior lowlands (on the Southern Prairies, Great Lakes Lowland and St. Lawrence Lowland) and is located within 100 miles of the Canada/U.S. border.

+ The Canadian Shield is the largest and oldest landform region in North America.

FOCUS QUESTIONS

- *To what extent is there a pattern to North American landforms?*

- *In what ways do the landforms of a region influence the ways people live?*

- *Why was the Canadian Shield one of the last regions to be settled and developed?*

- *What impact has the Great Lakes/St. Lawrence Seaway had upon the social and economic development of interior North America?*

ACTIVITIES

- Discuss the term "region" with the class. (Region may be defined as a part of the earth's surface

which is similar throughout.) Next have students examine Figs. 1.7-1.10.

Discussion Questions:

- What is a region? Is there only one kind of region?

- If you were to determine the Canada/United States border using landforms as your major consideration, where would you place the border?

- Have the class construct a large salt-paste relief map of North America. Salt-paste recipe: Mix 2-3 parts flour with one part salt. Add water slowly (be careful not to add too much water). At first mixture will be goopy. Mix with hand until pie crust consistency. If the mixture becomes sticky, add a little more salt. Now create your map. NOTE: We recommend you color the paste in advance, rather than have students paint as they do the creation. In order to color the paste, punch a hole in the "dough" and add 2 or 3 drops of food coloring. Knead until mixture is colored throughout.

  Students should develop a key using a color system to denote separate landform regions (see Fig. 1.7). As students develop the map, have them identify and describe each landform region.

  Discussion Questions:

  - What regions exist only in Canada? In the United States?

  - What is the Canadian Shield? What part of the United States is included in this landform region?

- Using photographs from materials collected in the opening strategy and using Fig. 1.7, have the class select a photograph which illustrates each of Canada's landform regions. Divide the class into five groups and assign a photo to each group. Using the photo as evidence and making references to the contour map, have the group make a brief oral presentation describing the region's:

  a) landform characteristics
  b) vegetation
  c) climate
  d) soil

-

  Have students write a preliminary paragraph describing the economy of the region. Included in each paragraph should be two or three facts to support the assumptions of the group. For additional material have students use: Tannenbaum, Harold E. et al., Changing Earth: A Unit in Geology. New York: Webster Division of McGraw Hill, 1976.

  Discussion Question:

  - How do landforms influence the ways people live and meet basic needs?

- Ask students what they would like to be when they are older. Collect suggestions. Next, ask:

  - If you were a:
    - logger
    - miner
    - fisherman
    - football player
    - geologist
    - etc.

    which region of Canada would be most suited to your occupation?

  - What additional information concerning each region would you need to know?

GEOGRAPHIC CONTENT UNDERSTANDING

3. Canada's physical geography (landforms, climate, vegetation, soil) affects the distributional pattern of the country's small population.

CONCEPTS

Environment
- as related to the influence of physical geographic factors on land use

SKILLS/ATTITUDES

Using Information
- classify data by developing maps to clarify ideas
- draw inferences from data by identifying relationships

Presenting Information
- use visuals for communicating ideas by constructing maps
- write in an expository way by forming generalizations based on appropriate data

TEACHER NOTES

+ Much of Canada is uninhabited due mainly to climatic factors.

+ Only 1/400 of Canada's population lives in the two northern Territories. (The entire population of this area — 1,500,000 square miles — would fit into Yankee Stadium!)

+ Montreal, Toronto, and Vancouver are among the most densely populated cities in the world.

+ More than 60% of Canada's population lives in Ontario and Quebec.

+ The Atlantic provinces have 9.5% of the population; Western Canada (the 3 Prairie provinces and British Columbia) has 26.6%.

+ 50% of all Canadians live in cities of over 100,000 population; 75% live in communities over 1,000. Thus, Canada in one of the most urbanized countries in the world, despite the low population density of the country.

FOCUS QUESTIONS

- *How has Canada's physical geography influenced its settlement patterns?*

- *What role has transportation played in Canada's settlement patterns?*

- *Do more Canadians live in rural or urban areas?*

- *To what extent is there a relationship between Canada's population pockets and the United States border?*

- *Why is there such a large cluster of people living in southwestern British Columbia?*

ACTIVITIES

• Have students examine Figs. 1.5, and Figs. 1.11-1.13. Each of these graphics deals with some aspect of Canada's population. Have students summarize what each graphic shows.

- Using Information provided in Fig. 1.14 have students develop a map of Canada which shows the distribution of Canada's population by provinces and territories.

-

  Have students write a newspaper article describing life in a heavily populated area of Canada versus life in a sparsely populated area of Canada.

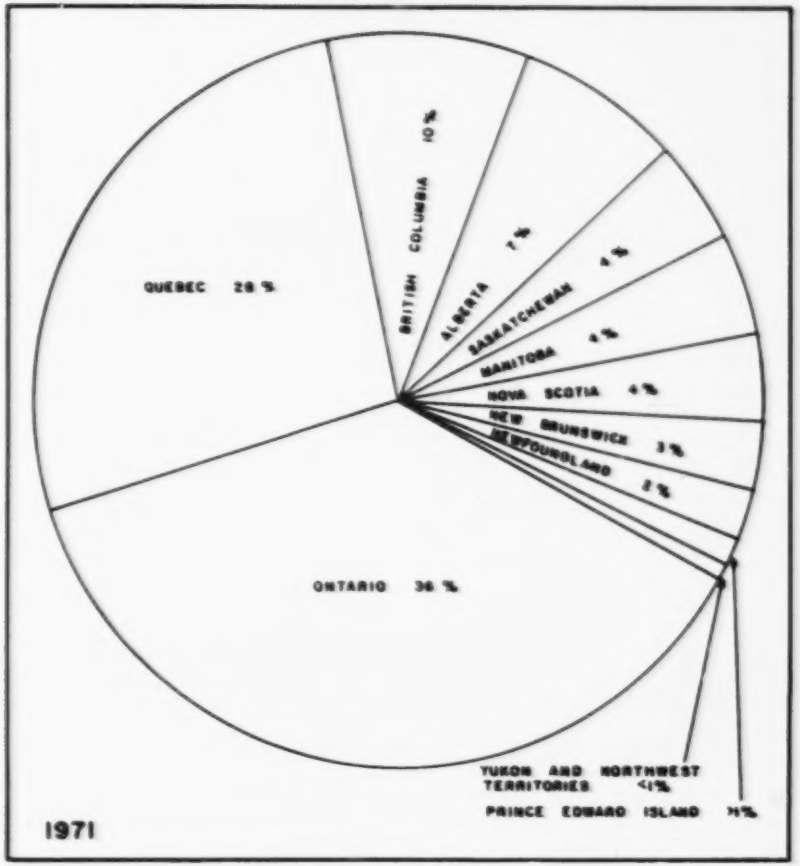
  Questions their articles might answer include:

  - Why are these areas so sparsely populated? Why do so many people live in the heavily populated areas?

  - The article should also describe:

    - climate, landforms
    - the communities
    - ways of earning a living
    - transportation
    - entertainment

DISTRIBUTION OF CANADA'S POPULATION ACCORDING TO PROVINCES AND TERRITORIES



GEOGRAPHIC CONTENT UNDERSTANDING

4. Canada's physical geography (especially climate) has affected people and how they have used the land.

CONCEPTS

Environment
- as related to the influence of physical geography (especially climate) on land use

Empathy
- as related to awareness and understanding of needs, wants, and limits

SKILLS/ATTITUDES

Using Information
- generalize from data
- classify and/or categorize data by developing graphs and maps

Presenting Information
- communicate ideas by constructing a map

Participating in Interpersonal and Group Relations
- participate in group planning and discussion

TEACHER NOTES

+ More than 50% of Canada's land area has an arctic or subarctic type of climate.

+ The southern portion of Canada's Pacific coast has mild winters and the most moderate climate annually of any other area in Canada.

+ There is a decided relationship between Canada's vegetation regions and its climate.

FOCUS QUESTIONS

- *How have Canadian settlement patterns been influenced by Canada's many climatic regions?*

- *If snow and fog are problems in certain regions of Canada, how have these regions adapted to these climatic conditions?*

- *Why do the patterns of precipitation (rainfall and snowfall) in Canada differ so much in terms of quantity, seasonality, etc.?*

- *There is an interrelationship between climate and vegetation. Cite specific examples of how climate influences vegetation. Does vegetation influence climate?*

- *What evidence is there that humans can adapt to severe climatic conditions in order to meet basic needs?*

ACTIVITIES

• Have students build a classroom weather station including student-made weather devices such as an anemometer (measures wind speed), thermometer (measures air temperature), hair hygrometer (measures humidity and rain gauge). Books such as Weathercraft: How to Make and Operate Your Own Weather Station by Atjelstan F. Spilhaus (New York: Viking Press, 1960) and The Wind by Jeanne Bendick (Chicago: Rand McNally, 1964) will help with this project.

- Have students examine Fig. 1.8-1.10 and answer the following questions:

  - What is climate?

  - What effects do the latitudinal location of Canada and altitudes have upon Canada's climate?

  - Which is the largest climatic region in Canada?

  - Is there really a "Canadian" climate? Is there such a thing as the ubiquitous, cold "Canadian" air mass?

  - How does climate influence where people live?

  - Which climatic region of Canada is the most heavily populated (refer to Figs. 1.5 and 1.8)? Why?

  - How does climate influence the economic life of a community?

  - Would you describe Canada as an essentially dry or wet country?

  - Which areas of Canada receive the greatest amount of precipitation?

  - Why is the area of Canada immediately east of the Rocky Mountains so dry?

  - How do landforms influence climate?

  - What is Canada's largest vegetation region? How does it compare with Canada's largest climatic region?

  - Climate has a significant influence on vegetation. In what ways does vegetation influence climate?

- Fig. 1.15 contains two charts which show the number of frost-free days in various parts of Canada and the number of days it takes certain crops to mature. Have students examine these charts and convert these data into their own graphs or maps. Their graphs and maps should focus on these questions:

  - Which areas of Canada would you predict are best suited to farming? Which are the least suited?

  - What is the relationship between the short growing season of the Yukon and the potential for development of the North?

  - Would you say food was cheap or expensive in Canada's mineral-rich North? Why?

  - Why would agricultural research be important in Canada?

-

  Have students examine R 1.1. Temperatures are expressed in degrees celsius and precipitation in millimeters (for rain) and centimeters (for snow). Remember that Canada is completely metric.

  - Divide the class into groups using the weather reports as evidence. Have each group describe the climate for one of the following cities (see Fig. 1.2 for location of cities). Groups should also refer to Figs. 1.7-1.10.

    - Whitehorse, Yukon
    - Vancouver, British Columbia
    - Regina, Saskatchewan
    - Halifax, Nova Scotia
    - Goose Bay, Newfoundland
    - Montreal, Quebec

Discussion Questions:

- Why does the weather map show North America instead of just Canada?

- How do temperatures compare between Winnipeg and Washington, DC?

- How does the climate of your town compare with that of the city your group examined?

- Have students collect local newspaper weather reports and compare them with these examples.

- For additional information, have students use Tannenbaum, H.E. et al.. Weather on Earth: A Unit in Weather. New York: Webster Division of McGraw Hill, 1976.

- Life in Canada's North. Physical geography affects the way people meet basic needs. Have students study Canada's tundra and subarctic regions to see how people's basic needs are met in permafrost areas.

Discussion Questions:

- What is permafrost?

- How is it formed?

- What impact does it have upon people and the way they live?

- Students might propose experiments they could conduct to illustrate what permafrost is like.

- Have students study Fig. 1.8 showing both the continuous permafrost line and the discontinuous permafrost line. Next, have students draw these lines on the map of the settled areas of Canada. (Fig. 1.5.)

Discussion Questions:

- What problems do people face when living in Canada's permafrost regions (agriculture, mining, construction)?

- What impact does permafrost have upon the energy crisis for Canada?

- In what different ways can land be used in a permafrost region?

- How do people earn a living in these regions?

-

  Read the following statements regarding permafrost to your students; then have students try to explain each statement using basic scientific principles.

- In some regions, despite the ground being covered by snow for most of the winter, permafrost may not necessarily be present (temperature of snow versus frozen ground, insulating qualities of snow).

- Highways in polar areas are few and mainly unpaved (frost heavings).

- Bodies of water such as seas, lakes, and rivers affect the depth and distribution of permafrost (warming effect of large bodies of water).

- Vegetation acts like insulation in permafrost areas; when it is removed, thawing occurs.

- The Inuit (Eskimos) were among the earliest groups to migrate to Canada. They were forced to adapt to a land and climate which were often extremely harsh. Because of this, they developed a unique lifestyle which until recently was lived in virtual isolation

from other cultures. Have students examine Fig. 1.16 and then read R. 1.2 before answering the following questions:

- How did the Inuit make a living?
- What jobs were done by men?
- What jobs were done by women?
- How did children learn those things they would have to know when they grew up?
- In what kinds of houses did the Inuit live?
- What kinds of food were part of the Inuit diet?
- What role did dogs play in Inuit life?
- How would the life of the Inuit have changed when snowmobiles and motor boats were introduced to Canada's North during the 1950's?
- Why did the Inuit migrate seasonally?
- What is the meaning of the title, "We Don't Live in Snowhouses Now." (R 1.2)?
- What role do you think cooperation played in the Inuit way of life?

• Students will find a list of raw materials which were available to the Inuit (see Fig. 1.17). Next to each item have students propose ways the Inuit used these items.

• Based upon Imeruituq Taqtu's description of a snow house (R 1.2), have students construct a model of an igloo (exterior and interior).

- Why did the Inuit have to put material on the inside walls of igloos?
- Why was there an exact place for everything?

• Have students find out the function of other unique Inuit tools and objects such as the harpoon, kayak, and umiak?

"THE HAPPY FISHERMAN"

GEOGRAPHIC CONTENT UNDERSTANDING

5. Canadians have had an impact upon their physical environment as they interact with it.

CONCEPTS

Environment
- as related to our environmental concerns and an awareness of the effects and dangers possible when people modify their environment

Technology
- as related to the interaction of technology and the environment

SKILLS/ATTITUDES

Using Information
- generalize from data

Presenting Information
- write in an expository way by forming generalizations based on appropriate data
- speak in an effective way by spending sufficient time in planning and preparing an oral report

Participating in Interpersonal and Group Relations
- participate in group planning and discussion
- assume responsibility for carrying out tasks

TEACHER NOTES

+ In the Great Lakes Quality Agreement, Canada and the United States jointly agreed to attack the problems of pollution of the Great Lakes during the 1970's.

+ The International Joint Commission (IJC), a judicating body comprised equally of Canadians and Americans has since 1909 (at the request of either country) met regularly to rule on border problems (usually environmentally related). Three recent issues include the proposed dam on the Richelieu River (Lake Champlain), the Garrison Diversion Project (North Dakota and Manitoba) and the Skagit River Dam problem (Washington and British Columbia).

+ The Great Lakes are the largest "system" of fresh water in the world. Lake Michigan is the only lake that is solely in the United States. Lake Superior, Lake Huron, Lake Erie, and Lake Ontario are shared with Canada. They were formed thousands of years ago, but they have changed more in the last 200 years than they have in the previous 500. The Great Lakes are polluted and their future is in doubt. In 1972, Canada and the United States signed the Great Lakes Quality Agreement in which both nations agreed to spend billions of dollars to restore the Lakes and to make them again suitable for life.

FOCUS QUESTIONS

- *Why is it important to Canada and the United States that the Great Lakes be cleaned up?*
- *What would be the consequences of not cleaning up the Great Lakes?*
- *How can this type of environmental disaster be avoided?*
- *What is acid rain? How is it caused? What impact does it have?*

ACTIVITIES

- Have the class examine Fig. 2.17 which features the Great Lakes. Have students identify the Lakes and note their location.

  Ask students why the United States and Canada should spend billions to clean up the Great Lakes.

-

  Divide the class into groups. Assign each group one of the Great Lakes. Students should prepare a written report which would include:

  - How the lake was formed
  - A brief history of the lake
  - Pollution problems now facing that particular lake
  - Efforts to solve the problem.

-

  There are five categories of pollutants in the Great Lakes. Divide students into groups and have each group make an oral report on one of the following categories:

  - phosphorous concentrations
  - bacterial matter
  - industrial discharges
  - toxic organic contaminants
  - thermal problems (i.e., "overheating" of the lakes)

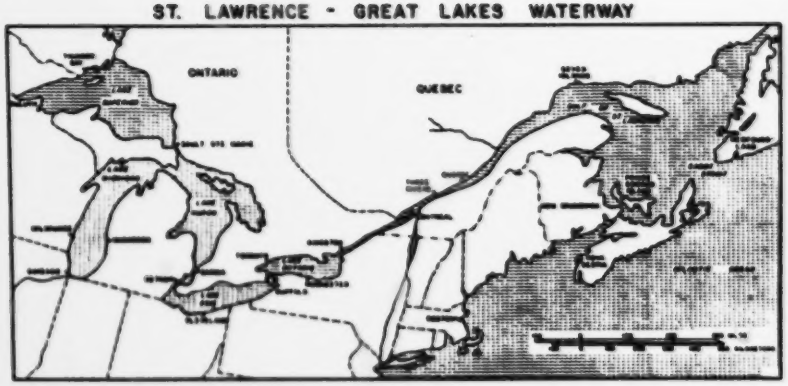
- R.1.3 can be used as a starting point for group research. The report should include pictures and drawings of the pollutants and their effects.

- Read to the students or have them read R.1.4.

  - What has already been accomplished in the clean-up process?

  - What remains to be done?

ST. LAWRENCE - GREAT LAKES WATERWAY



SPECIAL CASE STUDY — THE SEAL HUNT

The following teaching unit is based upon the seal hunt which takes place each March and April off the coast of Newfoundland. It is presented here as a complete teaching package; however, aspects of this module apply well to the understandings in Module 2: THE ECONOMIC PERSPECTIVE: HOW CANADIANS MEET BASIC NEEDS.

CONCEPTS

Environment
- as related to our environmental concerns and to the effects and dangers possible when people modify their environment

Scarcity
- needs and wants as related to choice and decision-making

SKILLS/ATTITUDES

Getting Information
- identify a variety of sources of information

Using Information
- evaluate data
- draw inferences

Presenting Information
- write in an expository way by thinking logically

Participating in Interpersonal and Group Relations
- recognize different points of view
- withhold judgments until facts are known

TEACHER NOTES

+ For years, the Canadian Government has had a policy of Equalization Payments; i.e., funds through the Central government are channeled from the richer provinces (e.g., Alberta and Ontario) to the poorer provinces (e.g., Quebec, Prince Edward Island and Newfoundland).

+ From 1957-1977 the amount of benefits accruing to Newfoundland through this equalization program steadily increased to 10.9% of the total provincial income. During the time, Ontario, Alberta, and British Columbia received no equalization money at all.

+ Unemployment can be as high as 90% in some coastal villages of Newfoundland during the months of March and April.

+ The harp seal population in 1978 numbered approximately 1.3 million.

+ The 1977 quota on harp seals established by the Canadian government was 160,000 (155,000 were actually killed). The quota for the 1978 season was 170,000.

+ A campaign to control or completely outlaw the seal hunt has been waged since 1957 by organizations such as Green Peace.

+ Only 27% of the sealers receive a gross income of more than $500 annually from seal hunting.

+ Many of the seal hunters' families have hunted seal for over 300 years.

+ Norwegians licensed by the Canadian government kill 15% of the seals; Canadian ships licensed by the government, 35%; and Newfoundlanders operating on their own, 50%.

ACTIVITIES

- Introduction to case study. Problem finding/solving skills have been recognized as a major skills area. It is important that children learn to deal with conflict in a rational way. The steps in this process include:

  - defining or identifying a problem
  - hypothesizing and investigating data
  - making a decision based upon evidence
  - recognizing any value conflict
  - redefining the decision in attempting to accommodate any conflicts in values.

  The seal hunt case study provides students with an opportunity to apply the process using a model which has particular appeal to this age group and also which focuses on a relevant, current topic.

- R.1.5 and R.1.6 present two accounts of the harp seal hunt which occurs annually off the coast of Eastern Canada during a five-week period in March and April. After reading the two selections, have students:

  - state what the controversy is regarding the harp seal hunt
  - indicate how the two accounts of the seal hunt differ.

- Have students examine the cartoon from the Toronto Star (Fig. 1.18). Ask students:

  - Do you think the cartoonist is for or against the harp seal hunt? Why?
  - What caption might you give this cartoon were you the editor of the paper?

- Notwithstanding potential offshore oil and gas revenues, Newfoundland is still one of the poorest regions of Canada. Many fishermen and lumbermen here eke out a meager living. As a result, many who favor continuing the seal hunts state economic necessity as the main element in their position. Have students examine Fig. 1.19. As they study the map have them describe what life on Newfoundland is like. You may wish to have students also review Figs. 1.7-1.10.

  Discussion Questions:

  - Considering Newfoundland's ocean currents, latitude, topography and climate, in what ways do you think the people of Newfoundland make a living?
  - Is Newfoundland suited to farming? Explain.
  - Why is fishing an important economic activity?
  - What do you think winters are like?
  - Where are the main harp seal breeding grounds?

- Have students study the information on page 16 which includes some of the economic statistics regarding seal hunters.

  Discussion Questions:

  -How many seals are being killed by the hunt?

- Do you think the Newfoundland seal hunter is poor?

- If the seal hunt were stopped, how would the hunters be affected?

Two opposing positions have been taken with respect to the harp seal hunt. Involved in the controversy are questions of economics and values. Have students examine each position (see below) and then write a paragraph in support of each position. Now have students select one position and state why they support that position.

Economics of the Seal Hunt

- In 1977, the Government of Canada set a quota of 160,000 on the number of harp seals to be killed. Government figures say 155,000 pups were killed; conservation groups say 1/3 of all those born were killed.

- There are approximately 1.3 million harp seals.

- Most Newfoundland fishermen are between 25-44 years old; 65% had a 9th grade education or less.

- Average incomes for the fishermen in 1977 was $7,500.

- Unemployment where the sealers live runs between 16 and 19%. (In March/April it can run as high as 90%.)

- The average landsman earns $232 from the hunt. A small vessel man earns $1,256. A large vessel man earns $2,401.

SOURCE: Canada: Today/D'Aujourd/hui, Vol. 8, 10, 1977.

Arguments Pro and Con

PRO	CONS
It is a traditional part of national culture. The ice is a controlled slaughterhouse.	Two-week old pups are clubbed and disembowled before their mothers' eyes.
It is economically justifiable since it yields money.	The financial yield represents less than 0.1 per cent of total Newfoundland income.
The seals eat too many fish.	No one knows what fish harp seals eat or how much.
The suffering involved is not as severe as argued.	Supervision across a vast stretch of ice is almost impossible. No one can guarantee humane slaughter 100,000 times.
Non-Newfoundlanders have no first hand experience. They should come and live in the rough themselves.	There are artificial furs; seal fur is used for trinkets and trim on ski jackets.
The harp seal is not endangered.	

SOURCE: Adapted from an article in the Montreal Star, March 17, 1979.

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Warkentin, John G. (ed.). Canada: A Geographical Interpretation. (Toronto: Methuen, 1970.)

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Yeates, M. Main Street - Windsor to Quebec City. (Toronto, 1975.)

List of Canadian Tourist Bureaus

For general information about tourism in Canada, we suggest you write to:

The Canadian Government
Office of Tourism
235 Queen Street
Ottawa, Canada K1A 0H6

Should further information on particular areas or events be required, it can be obtained by writing to the Provincial or Territorial Government Tourist Offices whose addresses are shown below.

British Columbia Tourism
1117 Wharf Street
Victoria, British Columbia
V8W 1T7 Canada

Travel Alberta
Box 2500
Edmonton, Alberta
T5J 2Z4 Canada

Saskatchewan Department of Tourism
and Renewable Resources
Extension Services
1825 Lorne Street
Regina, Saskatchewan
S4P 2V7 Canada

Manitoba Department of Tourism
Tourist Branch
200 Vaughan Street, #304
Winnipeg, Manitoba
R3C 1T5 Canada

Ontario Travel
Queen's Park
Toronto, Ontario
M7A 2E5 Canada

Ministère du Tourism du Québec
Place de la Capitale
150 est, boulevard Saint-Cyrille
Québec, Québec
G1R 2B2 Canada

New Brunswick Department of Tourism
Box 12345
Fredericton, New Brunswick
E3B 5C3 Canada

Nova Scotia Department of Tourism
Box 130
Halifax, Nova Scotia
B3J 2M7 Canada

P.E.I. Department of Tourism
Tourist Services
Box 940
Charlottetown, Prince Edward Island
C1A 7M5 Canada

Newfoundland Department of Tourism
Box 2016
St. John's, Newfoundland
A1C 5R8 Canada

Travel Arctic
Government, Northwest Territories
Yellowknife, Northwest Territories
X1A 2L9 Canada

Yukon Department of Tourism
Box 2703
Whitehorse, Yukon Territory
Y1A 2C6 Canada

FIG. 1.1 List of Canadian Tourist Bureaus

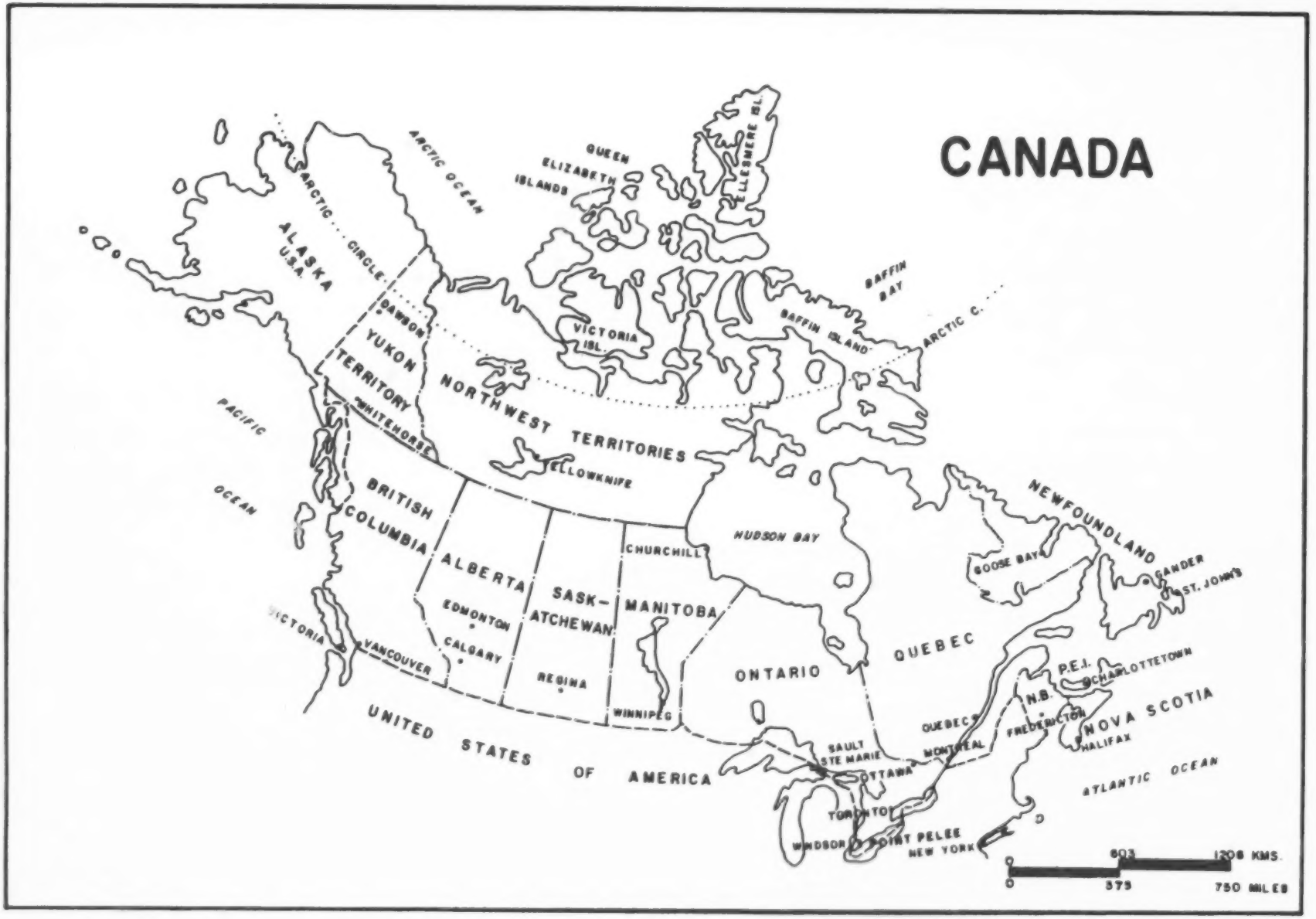
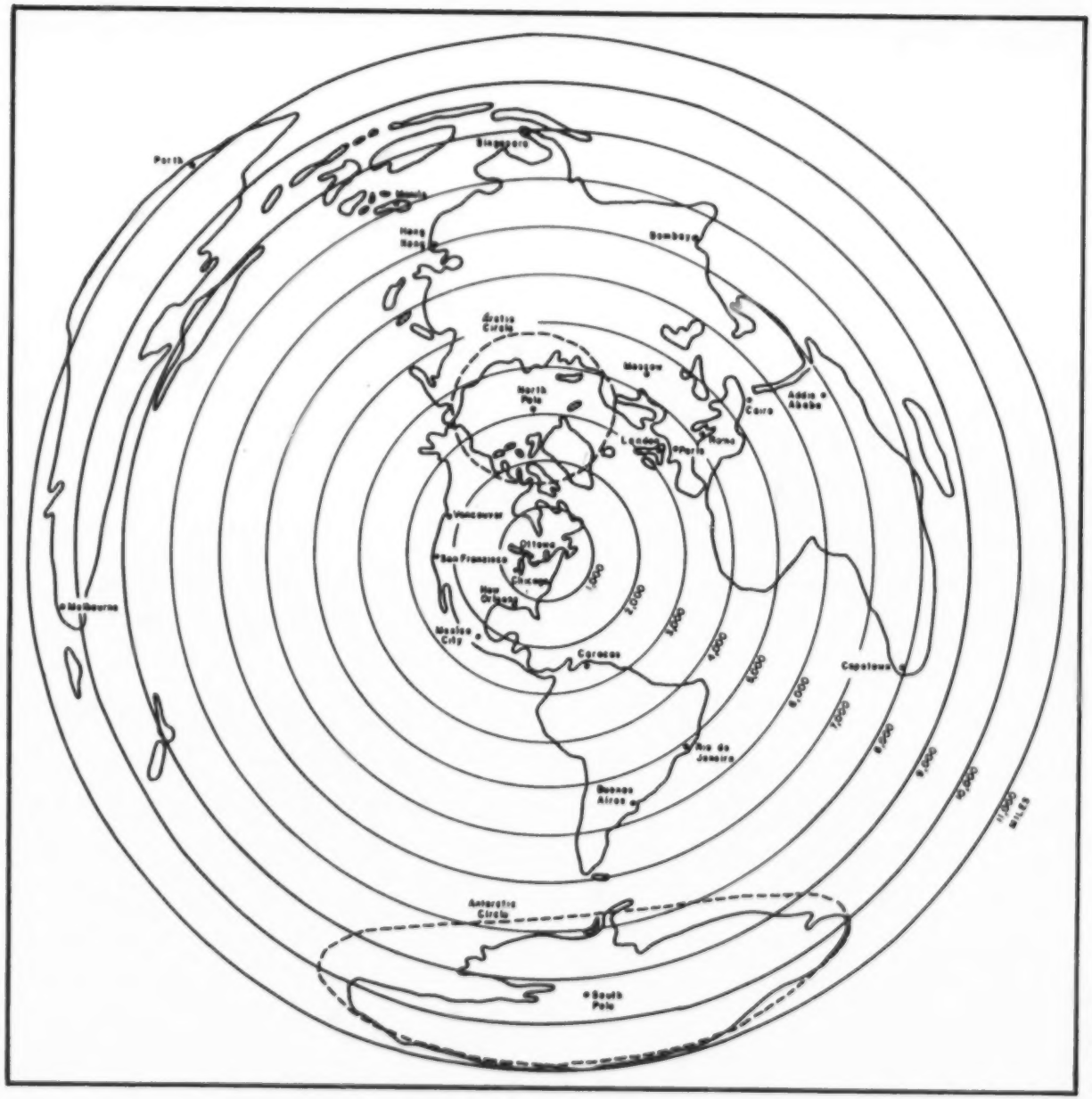


FIG. 1.2 Base Map of Canada

THE STATE OF NEW YORK AS COMPARED IN SIZE
WITH THE PROVINCES OF QUEBEC AND ONTARIO

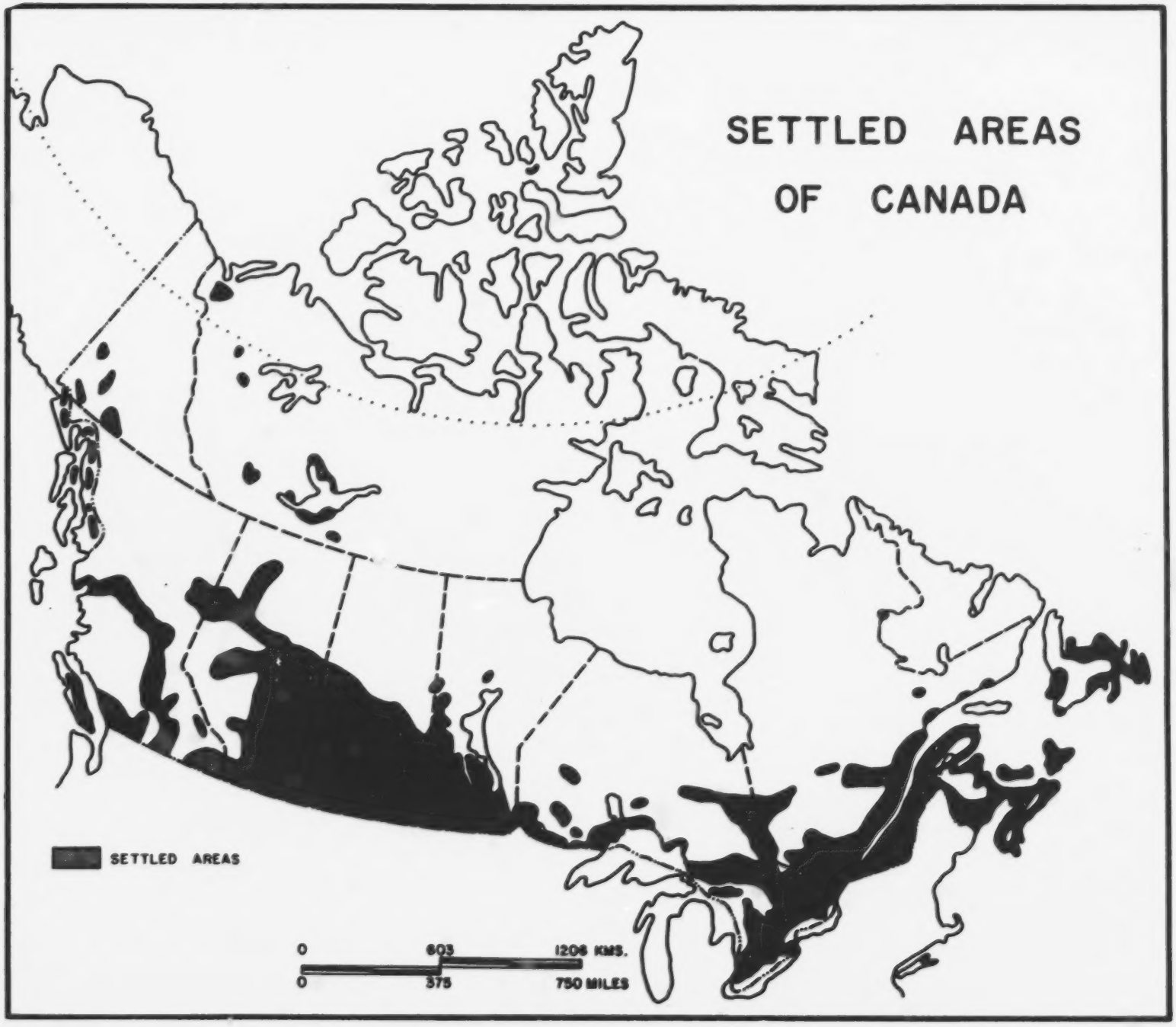
FIG. 1.3 The State of New York as Compared in Size With the Provinces of Quebec and Ontario

76 77



The World From Ottawa,Ontario

Fig. 1.4
The World From
Ottawa,Ontario



80

Fig. 1.5 Settled Areas of Canada

81

STANDARD TIME ZONES

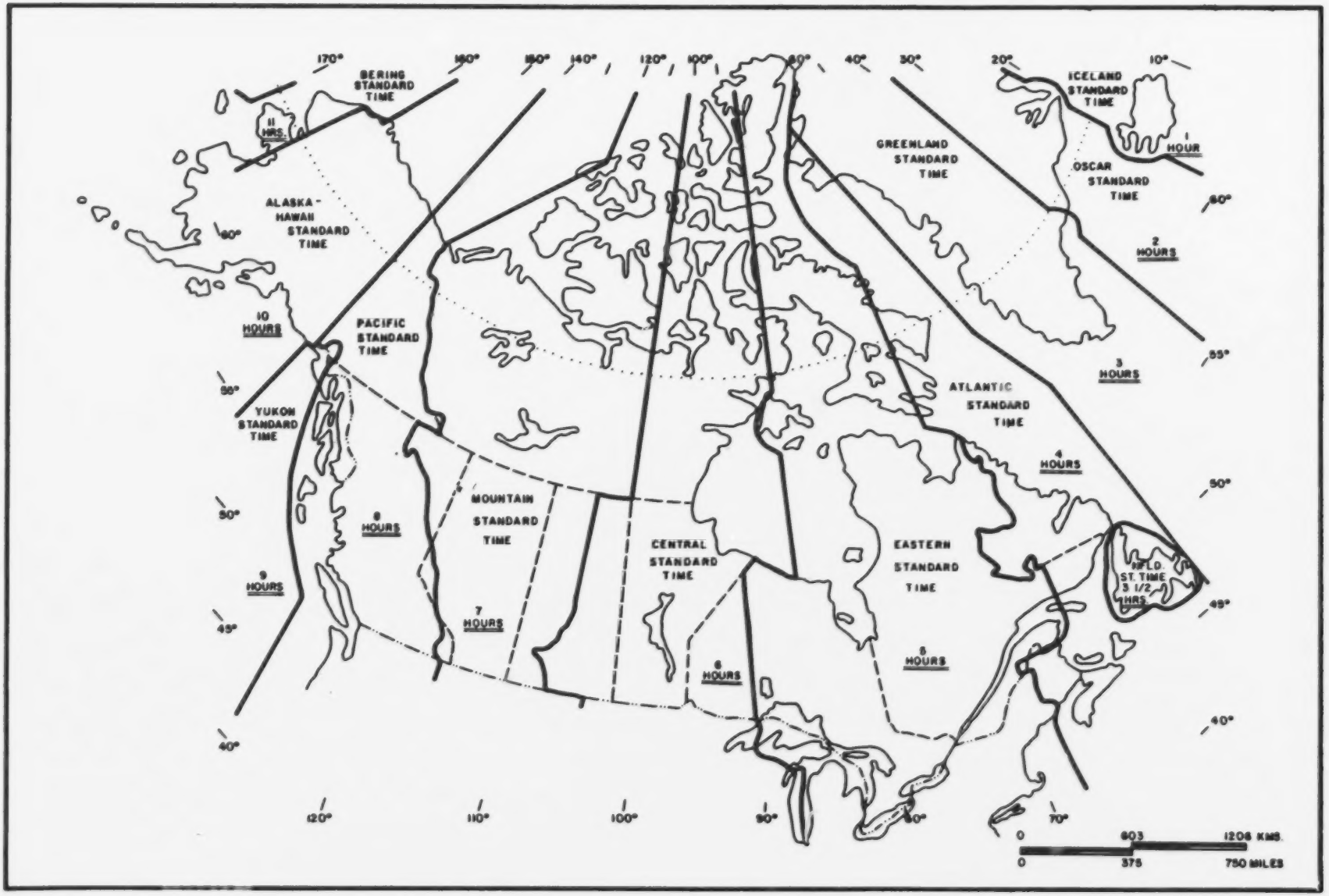
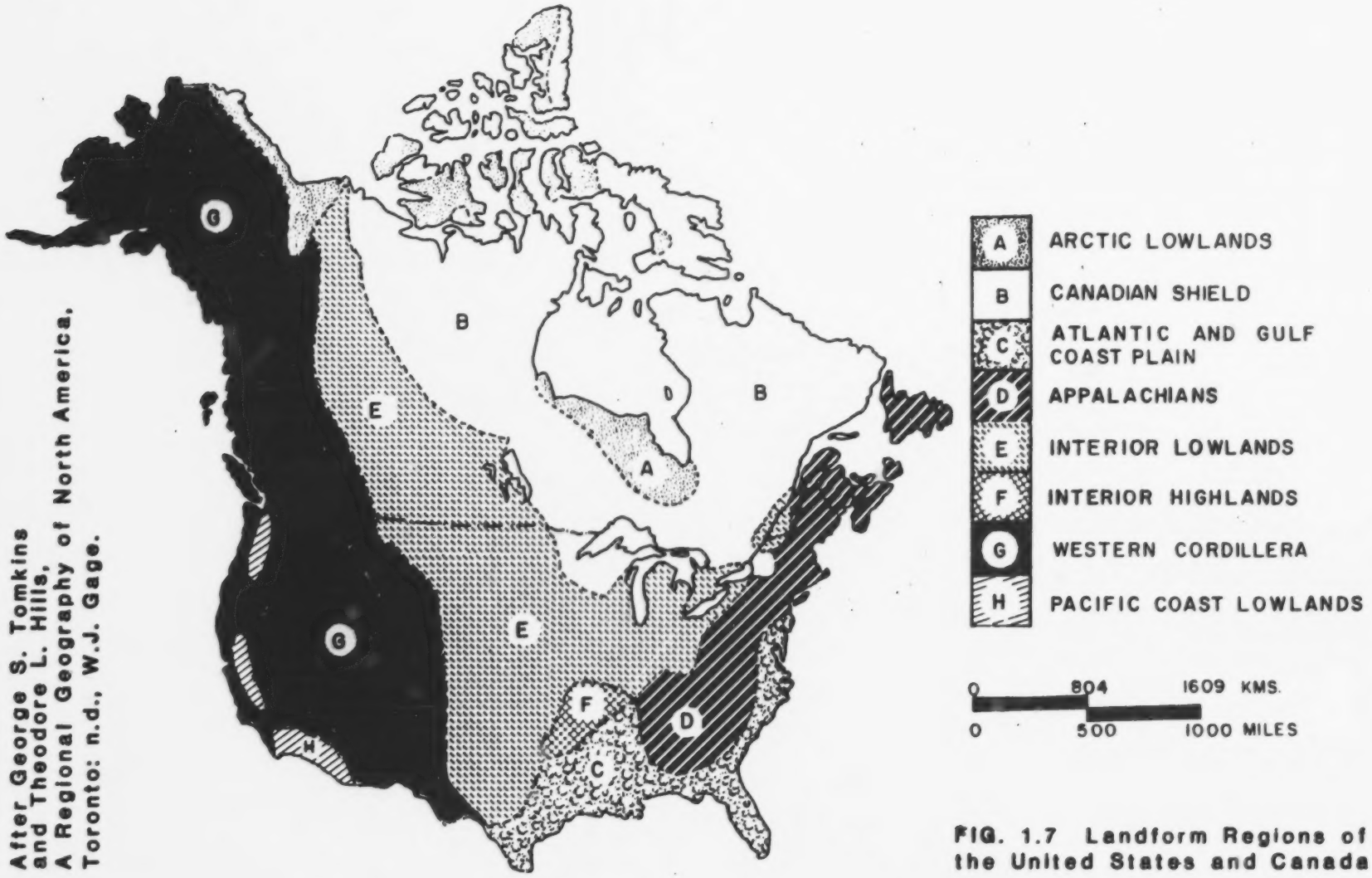


FIG. 1.6 Standard Time Zones

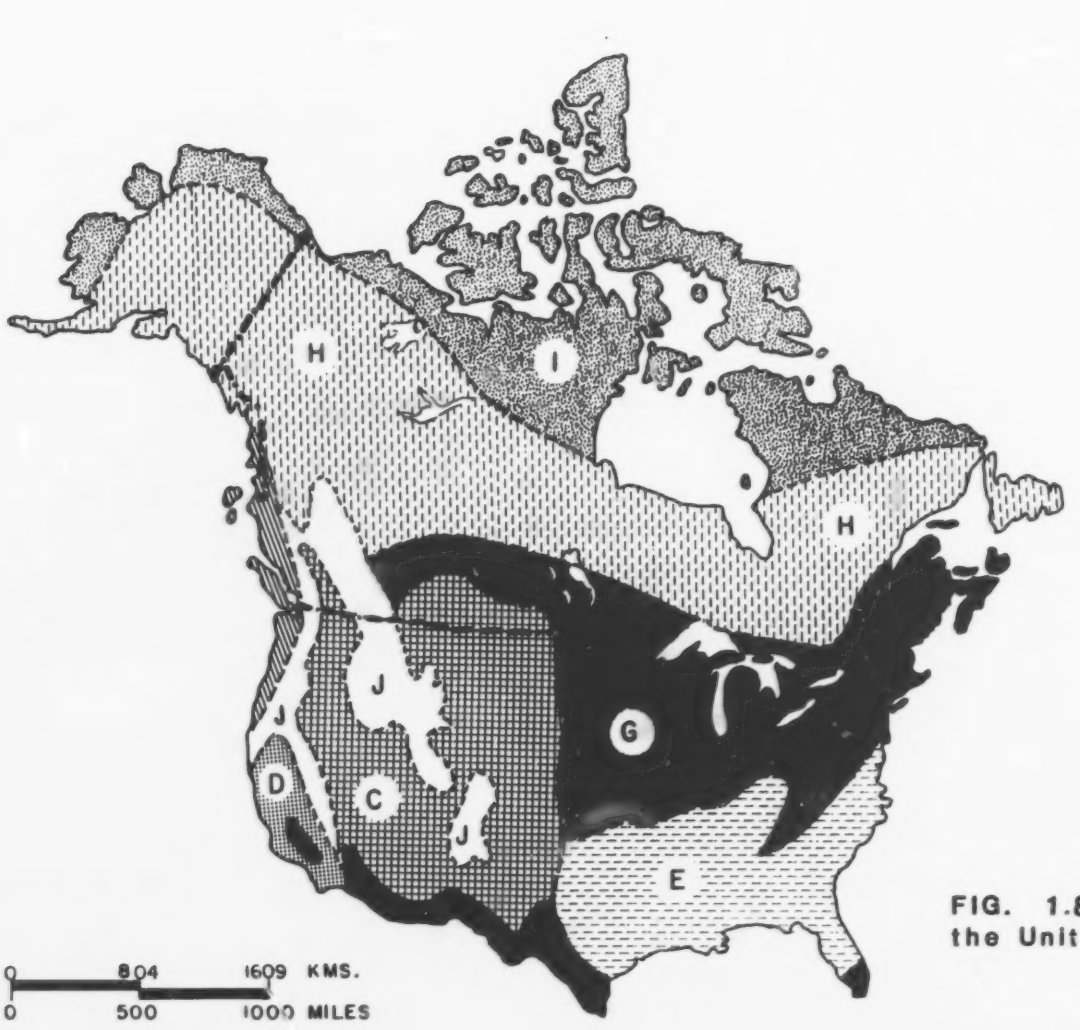
LANDFORM REGIONS
OF THE UNITED STATES AND CANADA



After George S. Tomkins and Theodore L. Hills, A Regional Geography of North America, Toronto: n.d., W.J. Gage.

FIG. 1.7 Landform Regions of the United States and Canada

GENERALIZED CLIMATIC REGIONS OF THE UNITED STATES AND CANADA



A HUMID TROPICAL

B TROPICAL DESERT AND STEPPE

C MID-LATITUDE DESERT AND STEPPE

D MEDITERRANEAN

E HUMID SUB-TROPICAL

F MARINE WEST COAST

G HUMID CONTINENTAL

H SUB-ARCTIC (BOREAL)

I TUNDRA

J UPLAND AND MOUNTAIN

FIG. 1.8 Generalized Climatic Regions of the United States and Canada

After Tomkins and Hills, p. 27.

DISTRIBUTION OF ANNUAL PRECIPITATION IN THE UNITED STATES AND CANADA

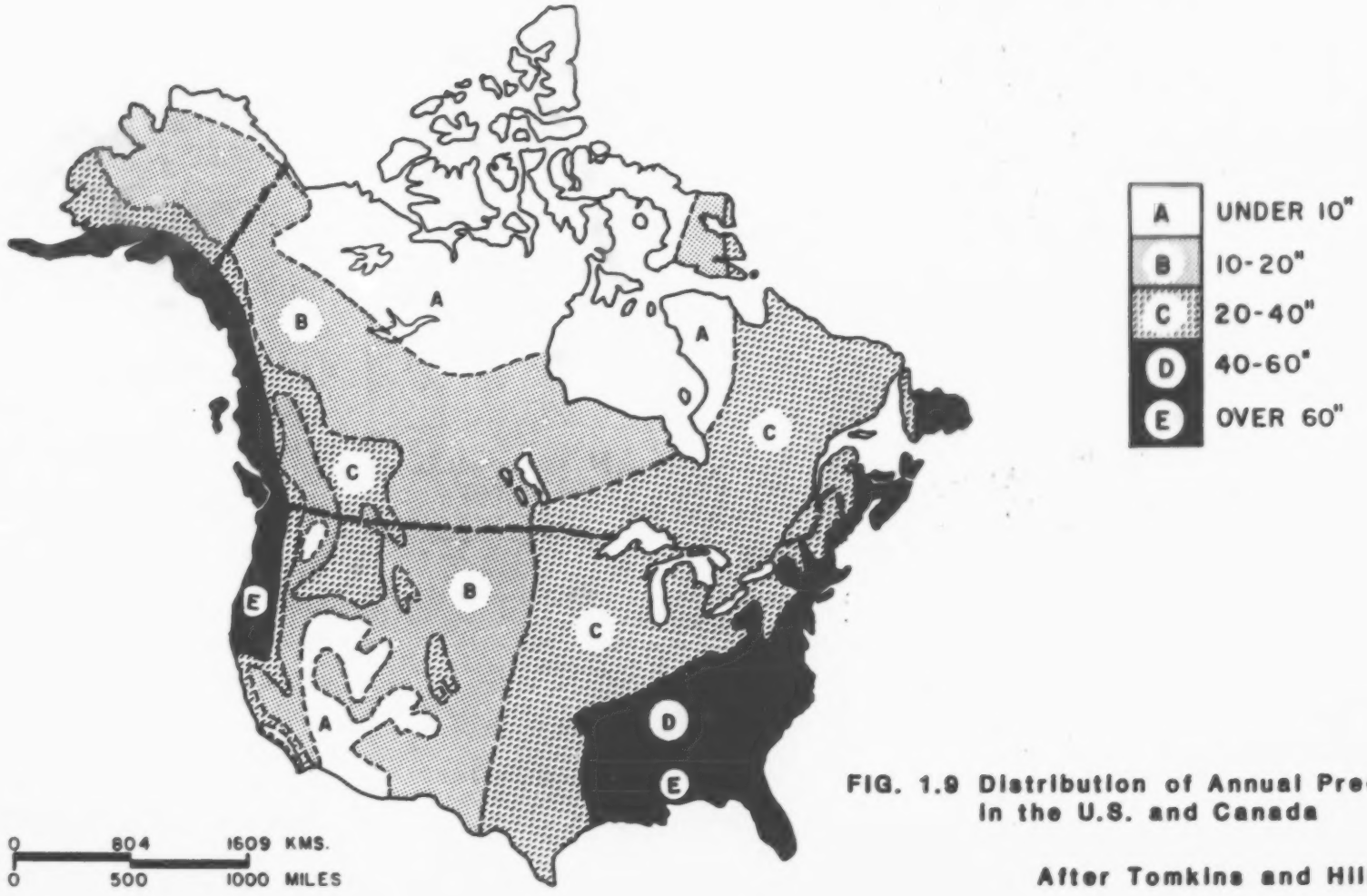
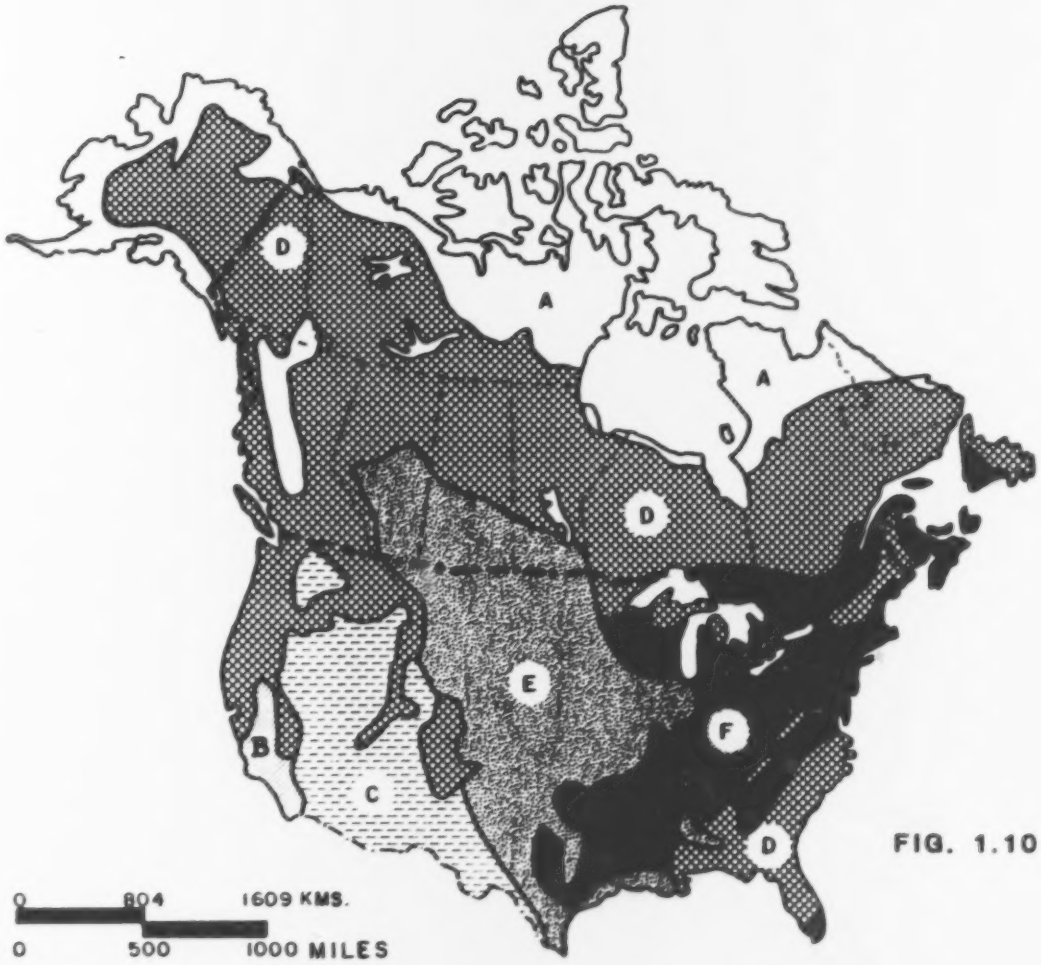


FIG. 1.9 Distribution of Annual Precipitation in the U.S. and Canada

After Tomkins and Hills, p. 26.

GENERALIZED VEGETATION REGIONS OF THE UNITED STATES AND CANADA



A TUNDRA OR NO VEGETATION
B MEDITERRANEAN SCRUB FOREST
C DESERT SHRUB AND WASTE
D CONIFEROUS FOREST
E GRASSLANDS
F MIXED FOREST
TROPICAL RAIN FOREST

FIG. 1.10 Generalized Vegetation Regions of the United States and Canada

After Tomkins and Hills, p. 30.

FIG. 1.11 Geographic Center of Canada

FIG. 1.12 Population Center of Canada

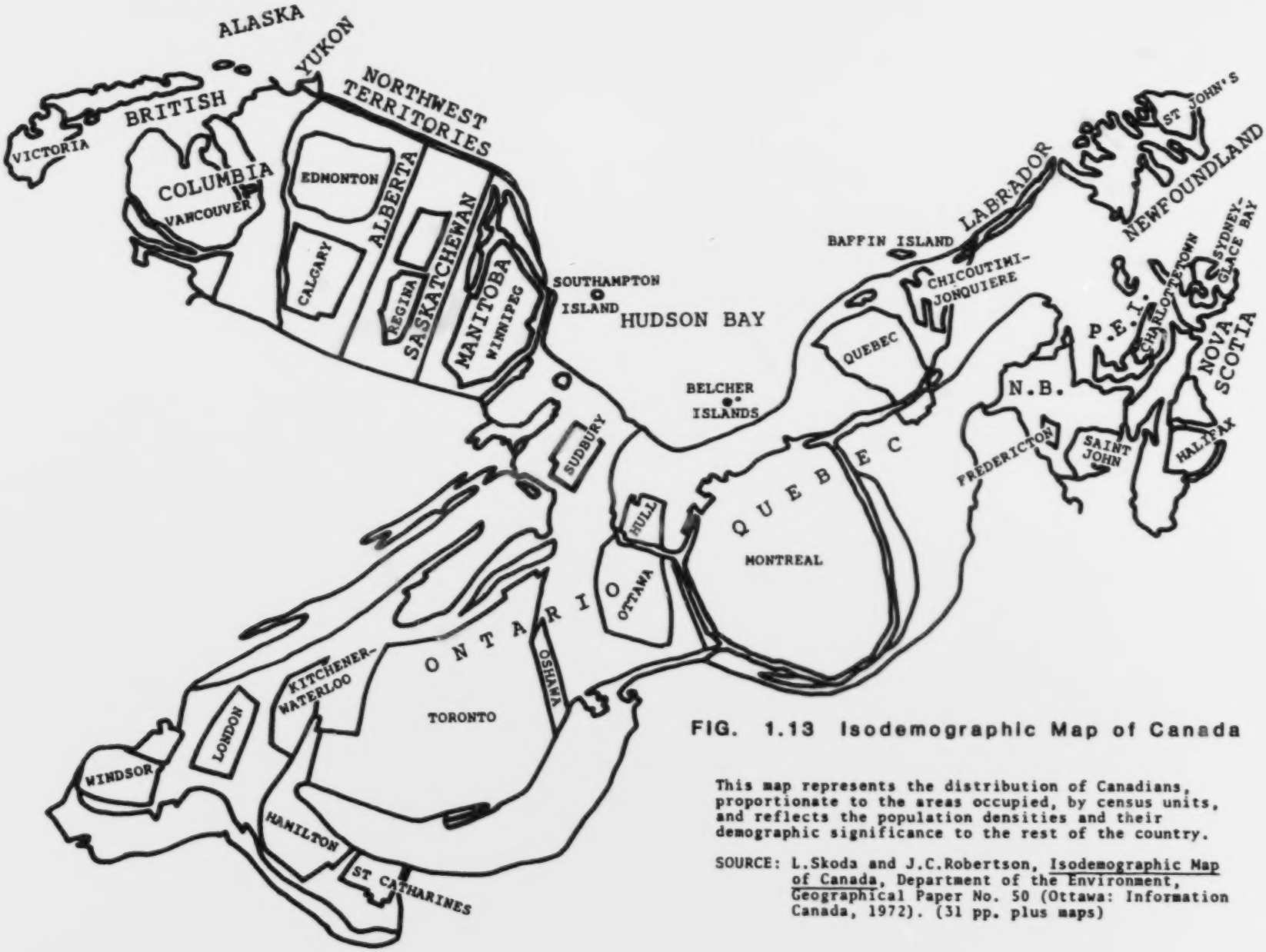


FIG. 1.13 Isodemographic Map of Canada

This map represents the distribution of Canadians, proportionate to the areas occupied, by census units, and reflects the population densities and their demographic significance to the rest of the country.

SOURCE: L.Skoda and J.C.Robertson, Isodemographic Map of Canada, Department of the Environment, Geographical Paper No. 50 (Ottawa: Information Canada, 1972). (31 pp. plus maps)

DISTRIBUTION OF CANADA'S POPULATION ACCORDING TO PROVINCES AND TERRITORIES

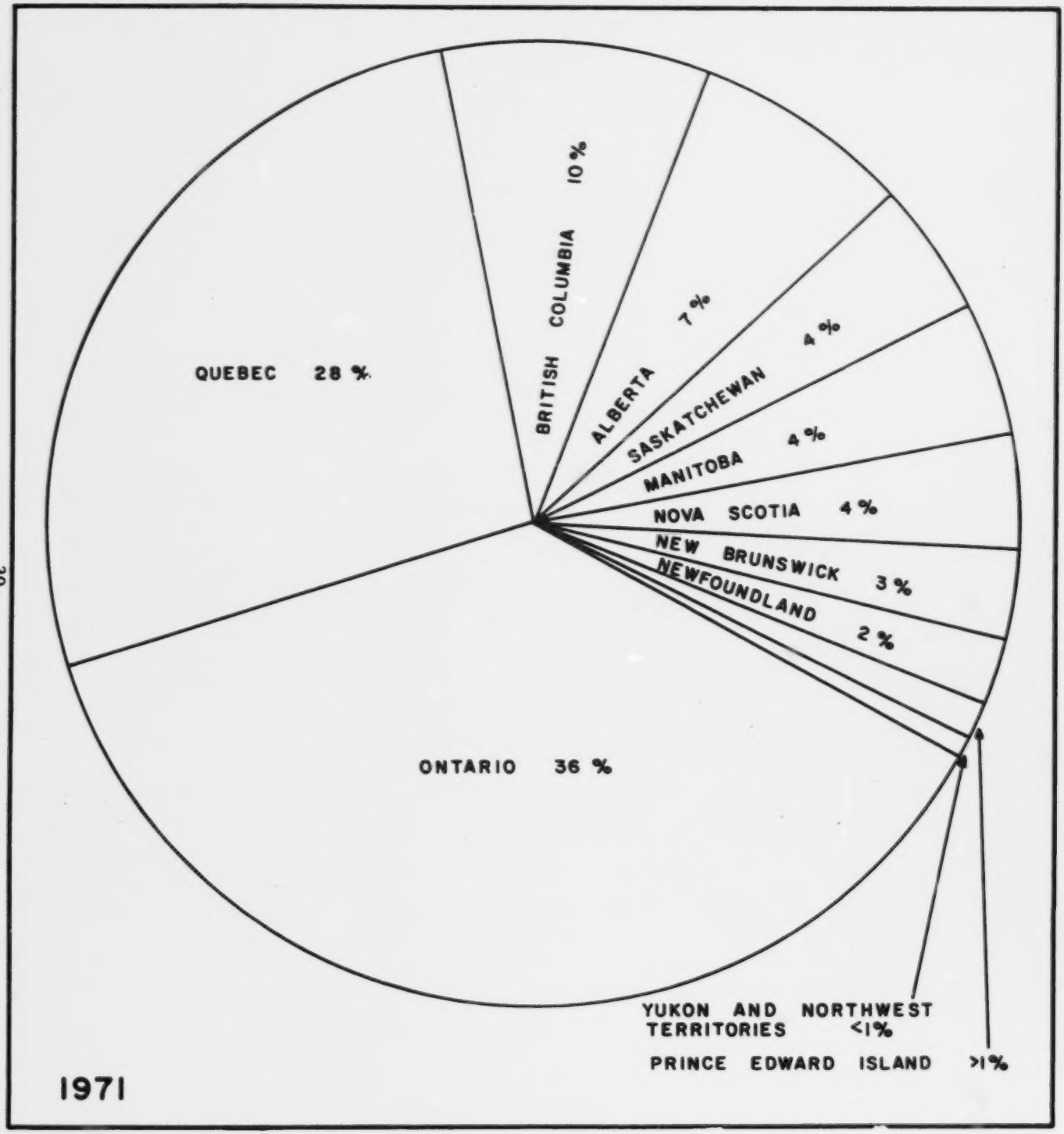


FIG. 1.14 Distribution of Canada's Population According to Provinces and Territories

Growing Seasons and Crop Maturities in Canada

Chart A

FROST-FREE DAYS

Newfoundland	108-140 days
Maritime Provinces	60-160 days
Quebec	50-150 days
Southern Ontario	100-175 days
Prairie Provinces	70-110 days
Southern British Columbia	250+ days
Yukon	45-75 days

SOURCE: Donald F. Putnam, Canadian Regions, Toronto: J. M. Dent & Sons (Canada), 1963.

Chart B

DAYS TO MATURITY OF SELECTED CROPS

Green bean	45-65 days
Lima bean	60-80 days
Soybean	55-85; 95-100 days
Beets	55-65 days
Corn	60-90 days
Leaf lettuce	45-60 days
Onion sets	95-120 days
Peas	65-85 days
Peanuts	110-120 days
Potato	90-105 days
Spring wheat	50-60 days
Summer squash	50-60 days
Tomato	55-90 days
Turnip	45-60 days

SOURCE: Walter L. Doty, Ed., All About Vegetables, San Francisco: Chevron Chemical Company, 1973. pp. 18-19.

Fig. 1.15 Growing Seasons and Crop Maturities in Canada

"THE HAPPY FISHERMAN"

FIG. 1.16 "The Happy Fisherman," Eskimo Stone Cut
"The Happy Fisherman," Cape Dorset Calendar, Aug. 1979.

Inuit Raw Materials

Below you will find a list of raw materials that were available to the Inuit. Next to each item have students suggest in what ways the Inuit used these materials.

SKINS:

IVORY:

BONES:

STONE:

ANTLERS:

BLUBBER AND WHALE OIL:

DRIFTWOOD:

Fig. 1.17 Inuit Raw Materials

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FIG. 1.18 Cartoon: The Seal Hunt

NEWFOUNDLAND AND THE SEAL HUNT

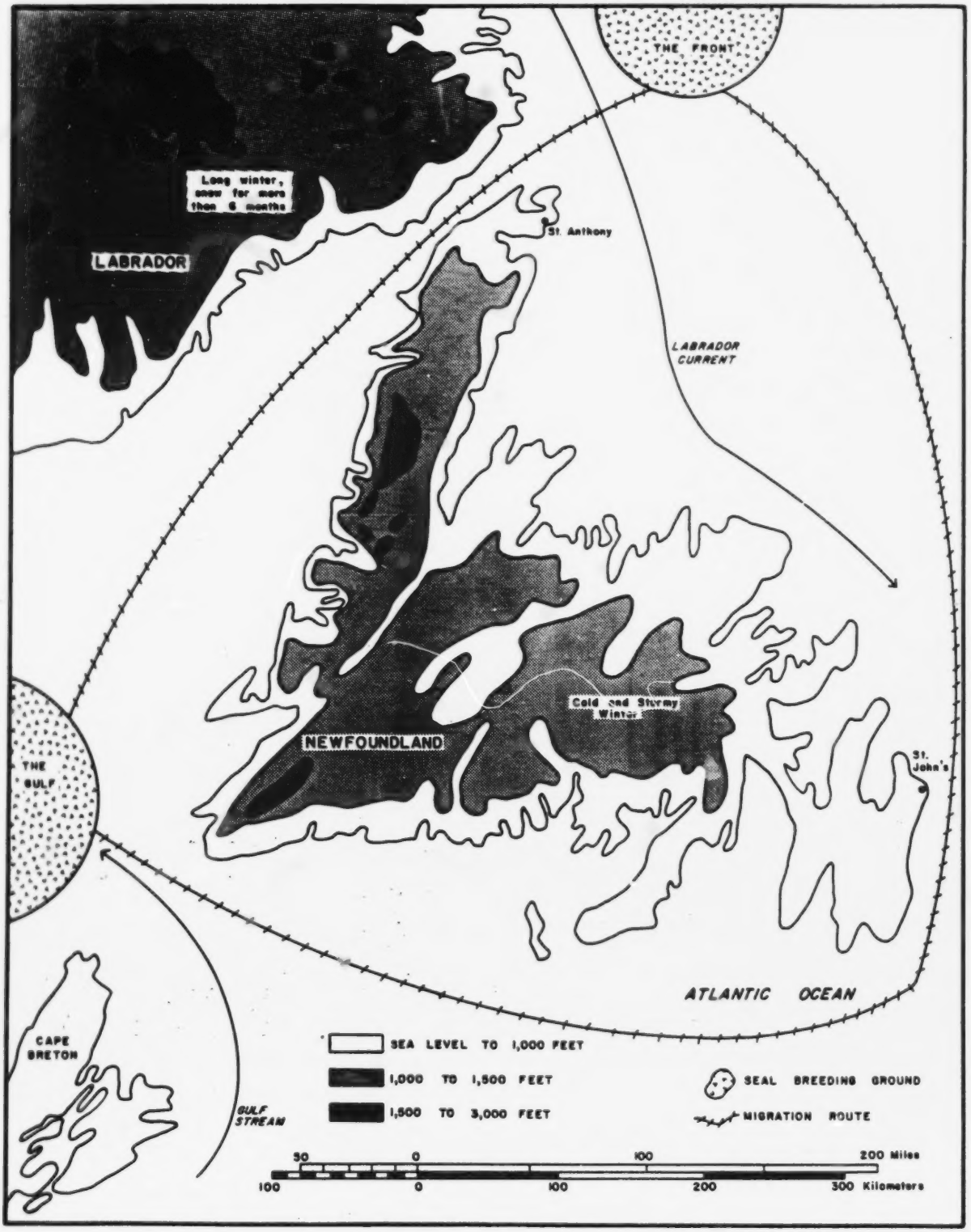


FIG. 1.19 Newfoundland and the Seal Hunt

Weather

Mild *Low tonight -3*
High Saturday 2

Summary

A stationary low south of the Maritimes will continue to give the area cloudy skies and mild temperatures for the next three days.

Forecasts

Ottawa, Montreal: Cloudy with the possibility of snow and rain showers today and Sunday.
Toronto: Mainly cloudy Saturday and Sunday. High of 3, low of 0.
Extended forecast: Cloudy and mild Monday and Tuesday.

Yesterday's readings

High:	0	Precipitation:	trace
Low:	-4	Snow:	8.0
Record high:	10(1950)	Jan. to date:	93.1 mm
Record low:	-29.4(1959)	Jan. average:	93.1 mm
Humidity:	93 pct.	Record:	111.3 mm (1978)

Today's barometer: 100.5 kPa, steady

Yesterday's temperatures

Canada

	L	H		L	H
Ottawa	0	4	North Bay	-2	1
Victoria	-1	4	Windsor	-3	1
Vancouver	-1	2	London	-3	0
Yellowknife	-23	-16	Toronto	-1	3
Edmonton	-20	-9	Peterborough	0	0
Calgary	-19	-4	Petawawa	1	4
Saskatoon	-26	-17	Montreal	2	4
Regina	-28	-16	Quebec	1	2
Churchill	-29	-22	Fredericton	0	3
Winnipeg	-16	-16	Moncton	—	1
Thunder Bay	-21	-6	Halifax	0	5
Sault Ste. Marie	-6	-5	Charlottetown	1	4
Timmins	-8	-6	Sydney	1	3
Sudbury	-1	-1	St. John's	1	4

United States

Honolulu	13	28	Buffalo	0	1
Los Angeles	8	16	Pittsburgh	-6	-3
San Francisco	7	12	Cincinnati	-10	-4
Denver	-13	-8	Boston	2	3
Kansas City	-3	0	New York	0	4
New Orleans	5	9	Washington	-1	7
Minneapolis	-11	-3	Atlanta	-3	12
Chicago	-14	-3	Tampa	7	17
St. Louis	-6	1	Miami	11	19

Tomorrow's skies

Sunrise:	7:29 a.m.	Sunset:	5:03 p.m.
Moonrise:	7.24 a.m.	Moonset:	5:55 p.m.

Vacation spots

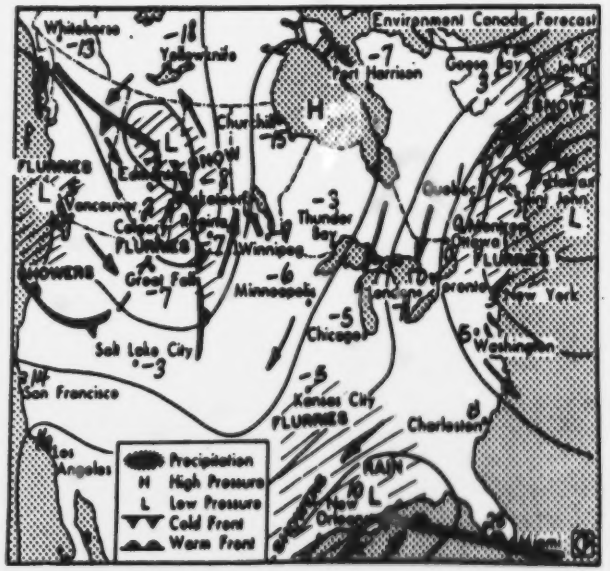
Acapulco	21	32	Barbados	24	28
Bermuda	19	22	Havana	15	25
Kingston	22	29	Nassau	12	21
San Juan	21	32	St. Kitts	22	27

Around the world (High)

Aberdeen	1	snow	Jerusalem	14	clear
London	2	clear	Cairo	22	clear
Copenhagen	-2	cloudy	New Delhi	21	clear
Paris	1	cloud	Hong Kong	19	cloud
Berlin	1	cloud	Peking	-1	clear
Madrid	11	cloud	Tokyo	11	clear
Rome	14	cloud	Sydney	21	rain
Athens	18	cloud	Mexico City	24	clear
Moscow	-1	cloud	Buenos Aires	33	clear

Phases of the moon

New	First qr.	Full	Last qr.
Jan. 28	Feb. 3	Feb. 11	Feb. 19



Forecast weather systems for noon tomorrow

The Ottawa Citizen, January 17, 1979

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IMARUITUQ TAQTU

When we were children we never had anything to worry about; all we had to do was play. It was all there was to do and we were very happy. But as we grew older, our parents, especially our mothers, started to teach us the things we had to know, such as how to look after a house. My mother told me that she wanted me to learn these things because I would have a house of my own when I grew up, but I didn't believe it.

At times we lived in snowhouses, at times in sod houses, and my mother had to teach me how to look after both. It was one of my mother's jobs to look after the sod houses because my father was hardly ever home. He was out hunting all the time, that being the only way we could survive and the only way we could keep on feeding the dogs. We never stayed in the same place; we were always moving to the best hunting areas. I really enjoyed it then because I liked the traveling around.

In the igloo there was a certain place for everything. The beds were here (at the back of the igloo facing the entrance, raised off the floor) and to either side (at the same height from the floor) was the place where you kept your "qulliq, ulu"* and cups. On the same ledge, closest to the entrance, was the place where the meat was kept. We called it "aki." After the igloo was built, we had to walk around on the floor, while it was still pure white, to harden it. Once it was hard, we watered it and let it freeze. That was the best floor you could ever have in a house when you were out in camp. My mother taught me how to put material on the inside walls to keep them from melting and how to keep it warm. She taught me everything a woman needed to know about a snow house. By the time I was sixteen, I knew how to do all these things and how to make clothing.

*A semicircular, all-purpose knife used by women.

R. 1.2 Imaruituq Taqtu — Life in Canada's North

SOURCE: Susan Cowan, ed., We Don't Live in Snowhouses Now, Canadian Arctic Producers, Ltd., 1976. p. 23.

What Pollutes the Lakes?

We are essentially concerned with man-made pollution from city sewage, industrial waste and farm run-off. Most comes out of a sewer pipe or a plant outlet, but some is carried by wind or rain. Each type requires its own solution. Listed below are the pollutants which significantly injure the Great Lakes.

Phosphorous Concentrations: Most phosphorus comes from laundry detergents. The suds from the family wash go down the drain and into the rivers and lakes. It also comes from farm fertilizers. Phosphorous feeds plants, including algae, and an increase in phosphorous means an increase in algae. Rotting algae falls to the lower depths, consumes the oxygen in the water and kills fish. When algae overwhelms the fish—as in Lake Erie—the water is in a state called eutrophication. Phosphorous may be controlled by treating sewage or (as it is in Canada, three states and several municipalities) by limiting its quantity in detergents.

Bacterial Matter: The most frequent bacterial products of sewage are coliforms which do not cause diseases. Their presence, however, indicates the possible presence of dangerous organisms, more difficult to detect, such as those causing typhoid, dysentery and cholera. Bacteria can be removed or killed by chemical treatment or other methods, but they still pose serious problems in many Lake areas.

Industrial Discharges: These include phenols, asbestos, cyanide, oil, mercury, wood fibers and a rich variety of other wastes. In the US, government permits which limit effluents and set deadlines for compliance have been issued for 292 of the 312 major inudstrial discharges.

Toxic-Organic Contaminants: These come to the Lakes through aerial spraying, industrial discharge and farm run-off. They are ingested by fish and by people who eat the fish. Polychlorinated biphenyls (PCBs) have been monitored since 1970, and Lake Michigan fish show residues above the recognized safe level. Significant levels have also been reported in Lake Ontario. Occasional checks in other Lakes indicate Superior and Huron levels are low. Those in Erie are generally low, too, though high levels have been found in some carp. DDT levels have dropped spectacularly in the last six years since the restriction of its use both in Canada and the United States.

Thermal: This does not involve substances, but temperatures. Water is used in many industries for cooling—cool water is removed and warm water returned. Many organisms are harmed by heat. Trout, for example, are cold-water fish and if warm water is added to their river they will depart or be killed. The eggs of whitefish will not hatch if the water is above 4°C (39°F).

R. 1.3 What Pollutes the Great Lakes?

SOURCE: Canada Today/D'Aujourd'hui, Vol. 7, No. 4, April 1976.

WHEN CAN WE ALL GO SWIMMING?
IS IT OK TO DRINK ERIE WATER?
IS IT WISE TO EAT A LAKE MICHIGAN FISH?

People can now swim, boat and fish in each of the Great Lakes. Two, Superior and Huron, are totally available for all kinds of recreation. The others have problem areas where some types of recreation may be unsafe or undesirable.

Ontario and Erie have recovered from the worst effects of intense pollution and now open their beaches for longer periods in the summer.

Michigan still has unsafe and undesirable areas, and it will take longer to respond to treatment than the others because it is a "deadend" (basically no outlet) body of water.

The overall municipal sewage treatment program for the Lakes will be complete within five to ten years. It should be safe to swim at all beaches by then, though rotting algae may still make swimming unpleasant. The problem should be eliminated by 1986.

All the Lakes are now desirable sources of raw drinking water. Away from the shoreline and local pollution sources, the water, even in Lake Erie, the most polluted of the Great Lakes is normally potable without treatment though drinking it is not recommended. Great Lakes water used for municipal drinking supplies requires only minimal treatment....

R. 1.4 When Can We All Go Swimming?

SOURCE: Canada Today/D'Aujourd'hui, Vol. 7, No. 4, April 1976.

THE SEAL HUNT:
BRITISH AUTHOR DECRIES THE SLAUGHTER

Annually, obeying age-old instincts, the harp seal herds migrate from Baffin Bay and Hudson Bay to the Newfoundland ice. Here, in February and March, the cows bear their pups—one each, like other large mammals, including humans. Native to the bitter solitude, they suckle and tend their young. The pup's fur is not dark, but an attractive creamy color, soft and fine.

One day, when the pup is about fourteen days old, a man approaches. The cow, clumsy and helpless out of water, is driven off and the man batters the pup with a club, turns it over, slits it from throat to anus and strips the pelt, blubber and one flipper. These he drags away leaving the cow sniffing the guts on the ice. Every year, 100,000 to 150,000 pups die in this way—probably about one-third of the number born.

This, says the Canadian government, (which fixes a quota), is the harvest of a natural resource. One Newfoundland minister has said that it resembles picking a crop of oranges. The principal product is the fur....

R. 1.5 The Seal Hunt

SOURCE: The Montreal Star, March 17, 1971.

SEALING

White men have been hunting seals in what are now eastern Canadian waters since the early 1700s. Needless to say, for anyone who watches television or reads newspapers, the practice has become extremely controversial in the past five or six years.

Young harp seals, three to four weeks old and still on the ice floes where they were born, are taken for their pelts and blubber (used by the margarine, soap, and cosmetic trades). They are killed with hardwood bats and skinned on the spot.

The sealing is done in the Gulf of St. Lawrence by Canadian sealers, and off the "Front"—the waters and islands off Labrador and eastern Newfoundland—by both Canadians and Norwegians.

Proponents say harvesting, as it is called, is important to the local economies, useful for controlling the herds, and that clubbing is at least as humane as methods used for slaughtering domestic animals. Opponents say the hunting is detrimental to the ecology and unjustified because the pelts are for luxuries, not necessities, and that the clubbing is cruel.

The government of Canada, through the Department of Fisheries and Forestry, has responsibility for regulating the fishing industry, of which sealing is considered a part.

Government supervision actually began about six years ago in reaction to pressure to stop the sealing. an official of the department said. Since then, he said, the supervision has improved each year....

R. 1.6 Sealing

SOURCE: Canada Today/D'Aujourd'hui, Vol. 2, Nov. 4, April 1971.

MODULE II: THE ECONOMIC PERSPECTIVE — HOW CANADIANS MEET BASIC NEEDS

ECONOMIC CONTENT UNDERSTANDING

1. The Canadian government plays a major role in the Canadian economy and in economic decisionmaking, even though most farms and industries are privately owned.

CONCEPTS

Scarcity
- as related to rules, laws, planning, and decision-making

Nation State
- as related to the economy, government, production, and distribution of goods and services

SKILLS/ATTITUDES

Using Information
- classify and/or categorize data by selecting appropriate headings for data
- evaluate data
- check on completeness of data and question hypotheses based on sufficiency of evidence
- draw conclusions

Participating in Interpersonal and Group Relations
- defining basic issues by defining terms and identifying basic assumptions

TEACHER NOTES

+ The federal government of Canada (as well as the provincial governments) controls or plays an important role in such vital sectors of the Canadian economy as the postal service, some utilities, railways, airlines, communication networks, and health insurance. The government of Quebec, for example, has its own health insurance and no-fault auto insurance program.

+ Despite federal and provincial controls, private enterprise is still dominant in most industries and agriculture throughout Canada.

+ Federal and provincial governments play an important role in regulating and stimulating the economy.

+ The governments are becoming more involved in the realm of social services such as education, medical and health care, and job retraining programs.

+ The Bank of Canada was created in 1936 to protect private banks from bankruptcy and to encourage the stability of Canada's monetary system.

+ Several industries such as those related to energy are being developed jointly by public and private interests. This situation is particularly true with respect to oil and gas exploration.

+ Federal and provincial governments subsidize freight movement north of the 60th parallel.

+ The Canadian Pacific Railroad (CPR), completed in 1885, is privately owned; the Canadian National Railroad (CN) is publicly owned.

+ All corporations which the Canadian government owns or controls are called Crown Corporations. These include CN, Air Canada, Petro Canada, and the Canadian Broadcasting Corporation (CBC).

FOCUS QUESTIONS

- *What role does government play in encouraging Canada's economic growth? Why?*

- *What is inflation? How has inflation affected Canada's economy?*

- *Do you think the Canadian economy suffers from the same problems that the United States does?*

ACTIVITIES

- Every individual has both needs and wants. Throughout everyone's life, choices have to be made regarding how one's time and limited resources will be spent. Write the following list on the blackboard. Students should categorize each item as a "need" or "want."

bicycle	books	pizza
water	ski jacket	clothing
skates	hit record	candy
shelter	milk	savings

Next, have each student propose additional "need" and "want" items. Now have each student rank the items according to which are the most important to them personally. Let students imagine that they do not have quite enough money to buy all the items in the original list, then have the class propose a list of factors to be considered when making a choice as to which items to buy.

-

At this point have students write a paragraph describing the differences between economic "needs" and "wants."

- Nations, like individuals, have needs and wants. Have students propose a "National Needs and Wants List." Rank that list according to which items they think are the most important.

- Now have students compare their list with the actual Canadian budget for 1978-1979 (Fig. 2.1).

Discussion Questions:

- If the amount of money spent on an item is an indication of its importance to the Canadian government, which areas are the most important?

- What kinds of things do you think would be included under each item? (E.g., what types of goods and services are paid for under transport?)

- What goods and services ought to be provided by the individual and which should be provided by the government?

- Why do you think the items in Fig. 2.1 are a federal government expense rather than an individual or provincial expense?

- Income which governments get from taxes is limited (Fig. 2.2). Have students study Fig. 2.2 and answer the following:

- Where does the Canadian government get its money?

- How does the government decide where its money will go?

- What roles do individuals and private businesses play in this process?

Ask students to compare Fig. 2.1 and Fig. 2.2. Ask:

- Does Canada have a balanced budget? Explain your answer.

- Does the federally owned post office operate at a profit or a loss?

- Nations are particularly concerned about the production of goods and services. Have students select a country and make a list of goods produced by that nation's businesses. Have them make a list of services. Ask students:

  - Does the individual consume services as well as goods? How?

- In Canada some industries are owned privately; others are owned publicly. Publicly owned industries are operated by the government in the name of the people (Crown Corporations). Have students examine Fig. 2.3 which lists a number of Canadian businesses. Next to each, have students indicate whether they think the industry is owned publicly or privately.

Discussion Questions:

- What kinds of industries are owned by the Canadian government? Why?

- In Canada, who decides what and how much to produce?

- How are goods and services distributed?

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ECONOMIC CONTENT UNDERSTANDING

2. Canada's economy has traditionally relied heavily upon the development of natural resources.

CONCEPTS

Scarcity
- as related to resources, labor and capital, and the limits of their availability

Environment
- as related to our environmental concerns and awareness of the effects and dangers possible when people modify it

SKILLS/ATTITUDES

Using Information
- develop maps to clarify data and ideas
- evaluate data
- place ideas in chronological order
- draw inferences from data

Presenting Information
- form generalizations based on data

TEACHER NOTES

+ Since World War II, Canada's mining industry has grown at a faster rate than the economy as a whole.

+ Minerals represent 1/3 of Canada's total exports.

+ Among Canada's major mineral resources are: nickel, zinc, asbestos, uranium, petroleum, silver, cobalt, potash, magnesium, and platinum.

+ Canada's production of timber and pulp and paper is among the highest in the world. Eighty percent of Canada's forests are owned publicly.

+ The Athabasca tar sands in Alberta hold the greatest oil reserves in Canada. Only now is it becoming economically feasible to extract oil from these sands.

+ Fishing is one of Canada's major primary resource industries.

FOCUS QUESTIONS

- *Which resources were of greatest interest to the French and British in the 1600's, 1700's, and 1800's as they developed their North American colonies? Today what resources are of greatest importance?*

- *What is the difference between a primary and secondary industry?*

- *To what extent are there trade-offs when people develop the earth's mineral wealth?*

- *What are these trade-offs?*

- *Why is it now economical to develop the Athabasca tar sands?*

- *To what extent is Canada self-sufficient in terms of energy resources (oil, gas, hydroelectric, and coal)?*

ACTIVITIES

- Have students develop a resource map of Canada. Using their textbooks, encyclopedias, almanacs, and other sources, they should first determine what are Canada's major natural resources — mineral resources, energy resources, timber, fish, agriculture, and furs. You may want to divide the class into groups. Student maps should answer the following questions:

  - Is there one region where many of Canada's resources are located?

  - Which resources do you believe are the most valuable?

-

  Some resources are "renewable" and others are "nonrenewable." Discuss with students what these two terms mean. Have students divide Canada's resources which they identified above into "renewable" and "nonrenewable" categories. Have students consider the following question:

  - If certain resources are important to Canada's economy and they are "nonrenewable," what questions should Canadians ask before they allow extensive development of these resources?

- Have students examine R.2.1 which focuses upon Zdislaw "Joe" Jarosz, a Polish immigrant miner, and his mining career in Canada. After they have read the selection, have students trace the progress of Joe Jarosz's 23-year mining career. The locations of Joe Jarosz's mining jobs are numbered successively (Fig. 2.4). In the space provided, students might identify each mining site and label those provinces and territories in which Joe Jarosz worked.

Discussion Questions:

- Which job was the most remote?

- Why did Joe work there?

- How do you think the ore which Joe mined was shipped to the industrial centers of Ontario and Quebec?

- What physical barriers stand between Canada's resources and her industrial centers? (Fig. 1.7)

- What is the climate like in the places Joe worked? (See Fig. 1.8.)

- Have students read "Mining in Canada" (R.2.2). Then using both R.2.1 and R.2.2 have students examine Joe Jarosz's decision to become a miner. Have students list five advantages and five disadvantages to a mining career.

Discussion Questions:

- What economic needs does Joe's job meet?

- Why does the pay get better the further North you go?

- Why do you think Joe's daughter, who is currently attending college, does not plan to pursue a career in mining?

- What kind of job security does mining offer?

- Would you like Joe's job? Explain.

- Would you like to live in Canada's northland?

- In a well-developed paragraph have students describe why they would or would not like to be a miner.

ECONOMIC CONTENT UNDERSTANDING

3. Although much of Canada is unproductive in terms of agriculture, Canada is a major food exporting country.

CONCEPTS

Scarcity
- as related to needs and wants

Interdependence
- as related to people's needs and wants
- as related to trade, cooperation, interaction, and competition

SKILLS/ATTITUDES

Using Information
- develop maps to clarify data and ideas
- evaluate data

Participating in Interpersonal and Group Relations
- participate in group planning and discussion
- assume responsibility for carrying out tasks

TEACHER NOTES

+ In 1873, 75% of Canada's population was involved in agriculture; in 1941, 27%; in 1975, 5%.

+ 12% of Canada's total exports are food, animal food, beverages, and tobacco.

+ The area between the Great Lakes and the Rockies (Southern section) is one of the world's major grain producers or "bread baskets." The area is called the Prairies (see Figs, 1.5 and 1.10).

+ The region between Lake Erie and Lake Huron is important for the production of tobacco and fruit. It is often called the Ontario Fruit Belt.

+ Only 5% of Canada's land surface is suitable for farming.

+ 1.5 million people live on the 366,000 farms in Canada.

+ Because of Canada's low population and her rich farming regions, the amount of arable acreage per capita in Canada is one of the highest in the world, approximately 6 acres per person. In the United States there are 2.5 acres per person.

+ 20% of the wheat that is exported in the world originates in Canada.

+ 5% of the wheat grown in the world comes from Canada.

+ The United States, China, and the U.S.S.R. produce more wheat than Canada, but they use most of their wheat domestically.

FOCUS QUESTIONS

- *What limitations do latitude and climate place upon the types of crops that can be grown in Canada?*
- *What types of agriculture lend themselves to large corporate-type ownership and organization?*
- *What risks do Canadian farmers face?*
- *What role does government play in agriculture?*

ACTIVITIES

- Have students examine Fig. 2.5 (see also Fig. 1.15). Next, have students imagine that they are farmers living in Canada. Ask: If you were:

  - a wheat farmer, where would you most likely live? Why?
  - a fruit farmer, where would you most likely live? Why?
  - a dairy farmer, where would you live?
  - a farmer, what skills would you need to keep your farm running? (e.g., fix tractor, know how to plow, when to plant)
  - a farmer, describe four ways climate might influence your life and your occupation.
  - a farmer, describe how topography determines what kind of farm you operate.
  - How do you think agriculture will change in the next 25 years?

- Have advanced students use information supplied in Fig. 2.5 to develop their own Canadian agriculture map (include the continuous and discontinuous permafrost lines). When the strategy is completed, have students compare their maps with Fig. 2.6.

  - Why isn't all of Canada suitable for farming? (See Figs. 1.7-1.10, 1.15.)
  - What is the relationship between latitude and farming?
  - Why does Newfoundland have so few profitable farms? (Refer also to Fig. 1.19.)

Or, have students examine Figs. 2.6 and 1.8 and then consider the same questions.

-

  The provinces of Canada are interdependent. Have three groups of students design a menu for a single day (breakfast, lunch, and dinner) using Canadian agricultural products. Fig. 2.5 will help. Each meal must have items from the four basic food groups (milk group, meat group, , vegetable/fruit group, and bread/cereal group). Next to each item the students must indicate from which province the item most likely comes; e.g.:

  lunch

  Hamburger (beef) - Alberta
  Buns - Saskatchewan
  French fries - Ontario, Quebec
  Apple - Ontario, Nova Scotia

- R.2.3 contains some French-Canadian recipes. Ask students how they reflect Canadian culture and the Canadian environment? Teachers may wish to prepare one or more of these recipes with their students.

ECONOMIC CONTENT UNDERSTANDING

4. The Economies of Canada and the United States are very closely linked. This interdependence sometimes leads to disagreements.

CONCEPTS

Interdependence
- as related to people's needs and wants
- as related to trade, cooperation, interaction, and competition

SKILLS/ATTITUDES

Getting Information
- locate information in print and nonprint sources

Using Information
- classify and/or categorize data
- evaluate data
- draw inferences from cartoons

Presenting Information
- use media for communicating ideas by constructing graphs

TEACHER NOTES

+ In 1980, United States investments in Canada's economy were more than 50 billion dollars. Canadian investments in the United States totaled approximately 10 billion.

+ On a per capita basis (1982) Canadians invest twice as much in the United States as vice versa.

+ In 1980, more than 20% of the Gross National Product of Canada came from direct foreign investment, while in the United States less than 2% of the G.N.P. came from direct foreign investment.

+ 1974 - Canada passed the Foreign Investment Review Act (FIRA). A major provision of FIRA is the requirement that any foreign company wishing to acquire control of a Canadian company must submit its application to FIRA and prove that such a move is in the best interests of Canada and Canadians.

+ Canada and the United States are each other's best customers. But, best for Canada means that approximately two-thirds of its exports are sent to the United States while Canada purchases about 20% of the United States' exports.

+ Trade with the states of New York, New Jersey, and Pennsylvania alone equals 12% of all Canadian export trade.

+ Canada has a population of more than 24 million and annually hosts more than 30 million tourists.

FOCUS QUESTIONS

- *When Canadian/American interests are not the same, which country might suffer if United States corporations are making the decisions?*

- *What is meant by a "multinational corporation?"*

- *If Canada cannot supply the capital (money) needed to invest in new industries and in industrial expansion, where does the money come from?*

- *In the 19th and early 20th centuries, Canada encouraged foreign investment. Why?*

- *In what areas of Canada's economy is foreign investment the greatest? Why?*

- *How much is too much American investment in Canada? Discuss.*

ACTIVITIES

- The people of the world are becoming increasingly interdependent. An item might be manufactured in Hong Kong by an American corporation to be sold in Western Europe. Have the students conduct a survey to determine where items found in the classroom were manufactured by filling out the following chart and then locating these places on the world map.

Item	Made In
pencil	
coat	
shoes	
etc.	

  - Were all the items manufactured in the United States? From what countries did these items come?

- Next, have students examine this symbol:

Discussion Questions:

- How often have you seen this symbol?

- If you were a Canadian, what would this symbol means to you?

- What does it mean to an American?

- The following label comes from an item purchased in Albany, New York:

  - What other products with the "Made in Canada" label are available in the United States (e.g., snow suits, shoes, skates)?

- Many brands of consumer goods found in the United States are also found in Canada. Be a detective.

Discussion Questions:

- Do you think Canadians would have difficulty finding "Made in U.S.A." labels on items purchased in Canada?

- What kinds of items do you think are made in the United States but sold in Canada?

- Have students examine the labels from common items found in a Canadian household. (Fig. 2.7)

Discussion Questions:

- Are these items made in Canada or the United States?
- Are the items made in Canada made by Canadian or American-owned companies?

- Have students examine Fig. 2.8 — "Canada's Largest Corporations," and also Fig. 2.3.

Discussion Questions:

- How many of Canada's largest corporations are owned and controlled, at least in part, by foreign (non-Canadian) interests?
- If you were a Canadian, how would you feel about this situation?

- Have students with good reading abilities examine R.2.4, an excerpt from a public interview with Prime Minister Trudeau in 1975. Have them consider the following questions:
  - Regarding foreign investments, what areas of the Canadian economy are of particular concern to Canadians?
  - According to Mr. Trudeau, what role should foreign investors play in Canada?

- Have students examine Fig. 2.9 which gives some facts and figures dealing with Canadian foreign trade. Have students translate these data into bar graphs of their own design.

Discussion Questions:

- From which country does Canada import the most goods?
- What country is Canada's best customer?
- Why do you think it is important for Canada and the United States to maintain good relations?

- On a world map have students trace the flow of goods to and from Canada. Varying thicknesses of lines can be used to show the greatest to the least volume of trade.

- Have students examine Fig. 2.10. Ask them to consider the following:
  - Who is the cat? Who is the fish?
  - Is the cat friendly or not?
  - What could the cat do to the fish?
  - What do you think the cartoonist is saying about United States/Canadian economic relations? Is the cartoonist a Canadian or an American? How can you tell?

ECONOMIC CONTENT UNDERSTANDING

5. The level of development and the standard of living vary widely from region to region in Canada.

CONCEPTS

Technology
- as related to a nation's resources, skills, capital, attitudes, and environment

SKILLS/ATTITUDES

Getting Information
- locate information in cartoons and nonprint sources

Using Information
- evaluate data by identifying and examining assumptions

TEACHER NOTES

+ Because some provinces are richer than others the Federal Government introduced a program which resulted in the transfer of substantial funds from the richer to the poorer provinces (Quebec and the Maritime provinces have usually received funds). This is known as the Equalization program.

+ During the past few years, Canada's economy has experienced a period of very slow growth in real terms and also in relation to other industrialized countries.

+ The unemployment rate in Canada has been above 10% for the past several years (1978-1983).

+ The inflation rate has remained above 10% for the past few years (1979-1983).

+ Manufacturing has traditionally been the fastest growing sector in the Canadian economy.

+ In 1983, the Canadian dollar was worth approximately $.82 (American). During the mid 1970's it was worth more than one dollar.

FOCUS QUESTIONS

- *What is inflation and why are Canadians concerned about it?*
- *Have economic issues united or divided Canada's provinces?*
- *What impact have environmental concerns had upon Canada's economic growth and prosperity?*
- *To what extent have all Canadians shared in Canada's prosperity?*
- *What is meant by the quality of life? How does this concept affect the ways Canadians view their economy?*
- *What is "progress?"*
- *What can the government do about inflation? What can individuals do about it?*

ACTIVITIES

• Have students examine Fig. 2.11 which is a cartoon from the Montreal Gazette. Using the cartoon as

evidence, have students make a list of Canada's major economic concerns.

Discussion Questions:

- What does the cartoon say about the ability of the average Canadian to maintain his/her standard of living?
- Do Canadians think their taxes are high or low?
- What is happening to the price of such items in the Canadian budget as:

heating	gasoline
food	clothing

- According to the cartoon, is Canada suffering from inflation?
- What can the government do about inflation? The individual?

- Fig. 2.12 deals with the economic regions of Canada. As implied in this cartoon, wealth is not equally distributed across Canada. After students study this material, ask?
  - Which regions are the richest? The poorest?
  - What advice does the cartoonist give for improving the economic health of the four Atlantic Provinces?
- Have students examine the Seal Hunt Case Study in Module I: The Geographic Perspective: Canada in North America. Students should pay close attention to Figs. 1.20 and 1.21.

Discussion Questions:

- How do you think the standard of living in Newfoundland compares to other regions of Canada?
- What special economic problems face the people of Newfoundland?
- How might the people of Newfoundland improve their economic development?

- As late as 1980, of the more than 250,000 federal civil service jobs that were available, only 1/3 were held by women.

Questions have been raised regarding the role of women in Canada's economy. Have students examine the data in Figs. 2.13 and 2.14.

Discussion Questions:

- Do Canadian women share the same economic activities as Canadian men?
- Do they receive equal pay for equal work?
- In which fields is a Canadian working woman most likely to work?
- Which other groups in Canada do not enjoy equal employment opportunities with white men?

ECONOMIC CONTENT UNDERSTANDING

6. Science and technology, particularly in the field of transportation, have played a vital role in the development of Canada's economy.

CONCEPTS

Technology
- as related to the transmission of tools and ideas and their impact on people

Change
- as related to the impact of technology upon a society

SKILLS/ATTITUDES

Using Information
- classify data by placing ideas in chronological order

Presenting Information
- construct a collage
- generalize from data

TEACHER NOTES

+ The original canal which links Lake Erie to Lake Ontario was completed in 1829. It was deepened and improved in 1932.

+ The St. Lawrence Seaway was completed in 1959, and is often considered North America's fourth seacoast.

+ The automobile accounts for approximately 88% of all Canada's passenger miles.

+ The Trans-Canada Highway linking Victoria, B.C., with St. John's, Newfoundland, is 4,860 miles long and was completed in 1962.

+ Air transportation in Canada began in the 1920's with exploratory and air mail flights.

+ Joseph Armand Bombardier from Quebec built the first snowmobile in 1922. It was used initially in the Canadian North. It was many years before it was produced commercially.

+ Canada's 90,000 miles of oil and gas pipelines carry crude oil to refineries as far as 2,000 miles away (from southern Alberta to the St. Lawrence Lowland).

+ The Dorchester was Canada's first steam train and was built in the late 1830's.

FOCUS QUESTIONS

- *How did the invention of the snowmobile revolutionize the development of Canada's mineral-rich North?*

- *Why is Canada's location in the world (great circle routes) an important one in the Air Age?*

- *What role did the railroads play in the economic development of Canada?*

- *How has modern transportation helped Canadians adapt to their environment?*

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SPECIAL CASE STUDY — THE ST. LAWRENCE SEAWAY

The following teaching unit is about the St. Lawrence Seaway. The Seaway plays a vital role in the economic life of Canada and the United States. It is a unique example of cooperation between two independent nations. It is presented here as a complete teaching package; however, aspects of this special case study apply equally well to some understandings in Module I: The Geographic Perspective: Canada in North America and Module 5: The Political Perspective: How Canadians are Governed. The unit is divided into three sections:

a) The St. Lawrence Seaway - What is it?
b) Why did it take two countries to build the Seaway?
c) Economic impact of the Seaway - Is it worthwhile?

CONCEPTS

Interdependence
- as related to trade cooperation, interaction, and competition

Technology
- as related to the impact of technology upon the economic life of a nation

SKILLS/ATTITUDES

Getting Information
- locate information in print and nonprint sources including popular music

Using Information
- develop maps and models to clarify data and ideas
- check hypotheses by building a model

Presenting Information
- speak in an effective way
- spend sufficient time in planning for role-play
- communicate ideas by designing an advertising brochure

TEACHER NOTES

+ The Great Lakes and the St. Lawrence Seaway are often referred to as North America's fourth seacoast.

+ The St. Lawrence Seaway Authority undertook the construction of the Seaway facilities located in Canada; the St. Lawrence Seaway Development Corporation of the United States constructed sections located in the United States. Thus, the construction and completion of the project was a joint effort coordinated by both groups.

+ The St. Lawrence Seaway first opened in April, 1959.

+ Generally, the Seaway is open from early April until mid-December.

+ It can be said that the Welland Canal was the first section of the Seaway to have been completed.

+ The 2,342 miles of Seaway and natural waterways have opened the heartland of the North American continent to major world trade routes.

+ The heartland of North American agriculture and industry (where 1/3 of the continent's population

is located), is within the Seaway's economic region.

+ The Seaway is an important source of hydroelectric power.

+ The Edmund Fitzgerald, a 729-foot vessel carrying 26,000 tons of taconite pellets, sank in 530 feet of water near the entrance of Whitefish Bay, Lake Superior in November, 1975. Twenty-nine crewmen died.

+ Weather is an important consideration in the operation of the St. Lawrence/Great Lakes waterway. At present, the Seaway is not open all 12 months of the year, but studies are being made to determine whether or not it is economically feasible to extend the navigation season.

FOCUS QUESTIONS

- *What role, if any, has the Seaway played in the growth of the Great Lakes region?*

ACTIVITIES

A. <u>The St. Lawrence Seaway - What is it?</u>

- Using a conventional map of the Great Lakes/St. Lawrence Seaway region (see Fig. 2.17), have students trace an imaginary trip from Sept Iles (Seven Islands), Quebec to Thunder Bay on the west end of Lake Superior. You will want to have students read "Going Through the Seaway" (R.2.6), or read this section to the class as they trace the journey from Sept Iles to Thunder Bay on the map.

- Using the description "Going Through the Seaway," plus their map experiences, have students write a diary of "My trip from Sept Iles to Thunder Bay."

- Students should develop their own maps using a color code for natural waterways and man-made waterways.

- All locks on the St. Lawrence Seaway are filled or emptied by gravity. Have a group of students examine Fig. 2.18 which describes how a lock works. Using the principle of gravity, have students construct a model of a lock and then describe and demonstrate to the class how a lock works.

- One of Canada's most famous recording artists, balladeers, and song writers, Gordon Lightfoot, captures the Great Lakes experience in his 1976 hit song, "The Wreck of the Edmund Fitzgerald." (See Teacher Notes and R.2.7.)

After listening to the song and/or reading the song lyrics, have students discuss the following questions:

- What kind of ship was the Edmund Fitzgerald?

- How do you know that the person speaking is a Canadian?

- What type of weather conditions existed at the time the Edmund Fitzgerald sank? Do you think this was typical winter weather on Lake Superior?

- Where was the ship when it sank and what was it carrying?

- Based upon the lyrics to "The Wreck of the Edmund Fitzgerald" (R.2.7), have students describe what it was like to be on the Edmund Fitzgerald the day it sank. Play Gordon Lightfoot's recording of the song.

- How does the music add to the feeling of disaster?

ACTIVITIES

- Fig. 2.15 is a Time Line of Canadian Transportation History. The list is out of order. Have students put the items in correct order by placing a (1) before the first event and so on until each event is put in order. Next, have them examine Fig. 2.16.

  Discussion Questions:

  - Which means of transportation dominated Canada's transportation system for the longest period of time?
  - What man-made waterway links Lake Ontario to Lake Erie?
  - What kinds of transportation are important in the 20th century?
  - The St. Lawrence Seaway connects the heartland of North America to which ocean?
  - What Canadian region depends heavily upon air transportation?

- Using the Time Line of Canadian Transportation History as evidence, have the class develop a collage of pictures illustrating the technological developments which have transformed transportation in Canada. Individual students or small groups of students should then develop oral presentations which point out the impact of particular technological developments (e.g., railroad, snowmobile) on Canada's economic development.

- Road construction has posed some unique problems in Canada, particularly in Canada's Northland. Have students read R.2.5 and answer the following questions:

  - Locate Edzo and Echo Bays. Track the route of a possible road between these two locations.
  - What would you expect the topography of the land to be? The climate?
  - Why would it be best to travel between late January through March?
  - How are ice roads made?
  - Why is it now important to Canada's economic development to build roads in the North?

- Canada has done much of the pioneering work in the development of ice-breaking equipment. The John A. MacDonald, a Canadian icebreaker, prepared the way for the United States tanker, Manhattan, during its 1969 Arctic voyage. Have students research answers to the following questions:

  - Why is the Canadian Ministry of Transportation interested in sponsoring such projects?
  - Why has Canada been a pioneer in the development of ice-breaking equipment?
  - How will this equipment help keep the St. Lawrence Seaway open for longer periods of time?

ACTIVITIES

B. Why did it take two countries to build the Seaway?

- Have students examine a "Profile View of the St. Lawrence/Great Lakes waterway (Fig. 2.19). Note that the elevation goes from 20 feet to 602 feet. Have students construct a scale model of the St. Lawrence/Great Lakes waterway using a sand box or other construction method.

  Have students consider the measurements involved in the St. Lawrence/Great Lakes waterway. Have them compute the:

  - distance from the Atlantic Ocean to Duluth
  - depths of the Lakes
  - measurements of individual segments of the waterway.

- The St. Lawrence Seaway has proven to be one of the most successful ventures in international cooperation.

  Discuss the following questions with the class:

  - Why did it take two nations to build the Seaway?
  - What are the advantages of the Seaway to both nations?
  - What sections of the United States may have opposed the construction of the Seaway (e.g., New York City, Boston, etc.)?
  - In what ways does the Seaway project help lessen the energy crisis?

- For a history of the Seaway and a description of how it is governed, have students consult Canada Yearbook, 1975, p. 612.

C. Economic Impact of the Seaway/Great Lakes Waterway. Is it worthwhile?

- Have students examine Fig. 2.20 and answer the following questions:

  - Why is the economic region of the St. Lawrence/Great Lakes waterway bigger than the Lakes and the Seaway itself?
  - What economic activities take place in this region (agricultural, manufacturing, mining)?
  - Is this a densely or sparsely populated region?

- Have students examine Fig. 2.21 and consider these questions:

  - What is a commodity? What types of commodities pass through the Seaway?
  - Where do most of these commodities come from and where are they going?
  - Which products are being imported to the United States and Canada and which products are being exported?

- Next, have students examine Fig. 2.22.

  Discussion Questions:

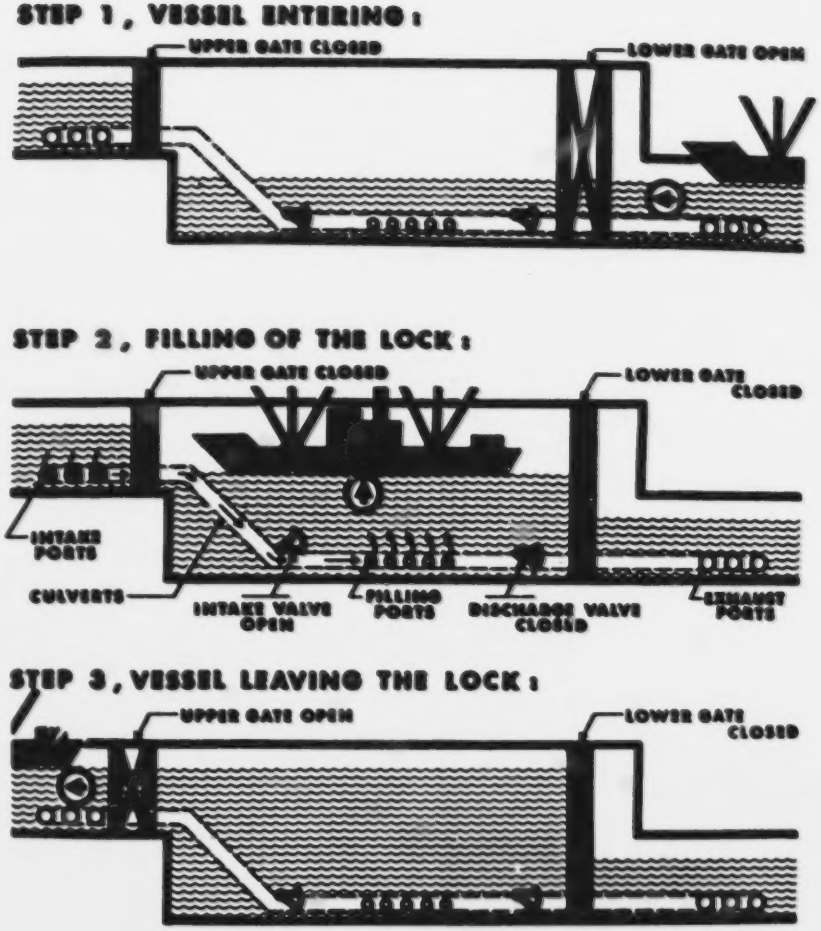
  - What regions of the world are directly connected to the St. Lawrence/Great Lakes waterways?
  - What routes would a ship take to go from:
    - Thunder Bay to Tokyo, Japan
    - Montreal to the British Isles
    - Toronto to the Persian Gulf
    - Toronto to Amsterdam.

- Have students role-play that they are part of the management of a large steel company that wishes to locate in one of the major Canadian cities along the Seaway. Students should propose a list of questions they would have to ask before choosing a city. For example:

  - What resources are needed in order to manufacture steel? Where are these resources found? What types of businesses buy steel?

  - Where are these industries located? How many people are needed to run a steel plant?

- Next, students should design a brochure which a Canadian city might use to encourage companies to locate their factories within this city. Have students consider those characteristics which a city would emphasize in order to attract businesses.



TYPICAL METHOD OF LOCKING A SHIP IN THE ST. LAWRENCE SEAWAY

RESOURCES

An information kit complete with maps, charts, seaway news and statistics is available from the Department of Transportation, St. Lawrence Seaway Development Corporation, P.O. Box 520, Massena, NY 13662.

Tours are available for those who live within travelling distance of the Eisenhower and Snell Locks at Massena, NY.

Additional information can be obtained from: The St. Lawrence Seaway Authority Information Office, Transport Canada Building, Place de Ville, 330 Sparks Street, Ottawa. Ontario KIR VR9.

Children will enjoy Holling C. Holling's Paddle-to-the-Sea, Houghton Mifflin, 1941, a story of an Indian carving which travels the Great Lakes to the ocean. Paddle-to-the Sea has been made into a 28-minute color film produced by the National Film Board and made available through the Canadian Consulate in New York City, 12551 Avenue of the Americas, New York, NY 10020. Also, "Magic Pages," a 15-minute color television series produced by KLVX-TV, Las Vegas, features Paddle-to-the Sea. It is available from the Agency for Instructional Television, Rental and Sales Information, Box A, Bloomington, IN 47461. See also, Terry Borton, "The Teachings of Paddle-to-the-Sea" in Learning, January, 1977, pp. 26-31.

"The St. Lawrence: Canada's Highway to the Sea," National Geographic, Vol. 157 No. 5, May, 1980.

EXPENDITURES OF THE CANADIAN GOVERNMENT
1978 - 79

1.	Health and Welfare	13,024,000,000.00
2.	National Defense	4,108,000,000.00
3.	Payments to Provinces	3,028,000,000.00
4.	Public Works	1,657,000,000.00
5.	Transport	1,628,000,000.00
6.	Post Office	1,275,000,000.00
7.	Veteran's Affairs	890,000,000.00
8.	Agriculture	768,000,000.00

FIG. 2.1. Expenditures of the Canadian Government

SOURCE: The World Almanac and Book of Facts, Nea, New York, 1984, p. 583.

REVENUES OF THE CANADIAN GOVERNMENT
1978 - 79

1.	Personal Income Tax	14,048,000,000.00
2.	Corporation Income Tax	6,262,000,000.00
3.	Sales Tax	5,245,000,000.00
4.	Customs Duties	2,747,000,000.00
5.	Post Office	903,000,000.00
6.	Excise Duties	878,000,000.00
7.	Other Excise Tax	827,000,000.00
8.	Estate Taxes	77,000,000.00

FIG. 2.2 Revenues of the Canadian Government

SOURCE: The World Almanac and Book of Facts, Nea. New York, 1984, p. 583.

Major Canadian Businesses:
Which are Publicly Owned? Privately Owned?

*Air Canada

Alcan, Ltd.

Bell Canada, Inc.

Bombardier, Ltd.

Canada Cement LaFarge, Ltd.

*Canada Post

*Canadian Broadcasting Corporation

*Canadian National Railways

Canadian Pacific, Ltd.

Ford Motors of Canada, Ltd.

Gulf Canada, Ltd.

John Molson, Ltd.

McDonald's of Canada

*Petrocanada

Steinberg's Food Stores

TransCanada Pipelines, Ltd.

*TEACHER NOTE: All businesses with an asterisk are government-owned and -operated. Canada Cement LaFarge, as a result of a recent American acquisition (1983), has just become the largest cement-producing company in North America. Bombardier Ltd. (a world leading producer of snowmobiles and other transportation equipment) has recently signed an enormous contract worth more than 1 billion dollars (fall 1982) to produce subway cars for New York City.

FIG. 2.3 Major Canadian Businesses:
Which Are Publicly Owned? Privately Owned?

JOE JAROSZ'S CANADIAN MINING CAREER

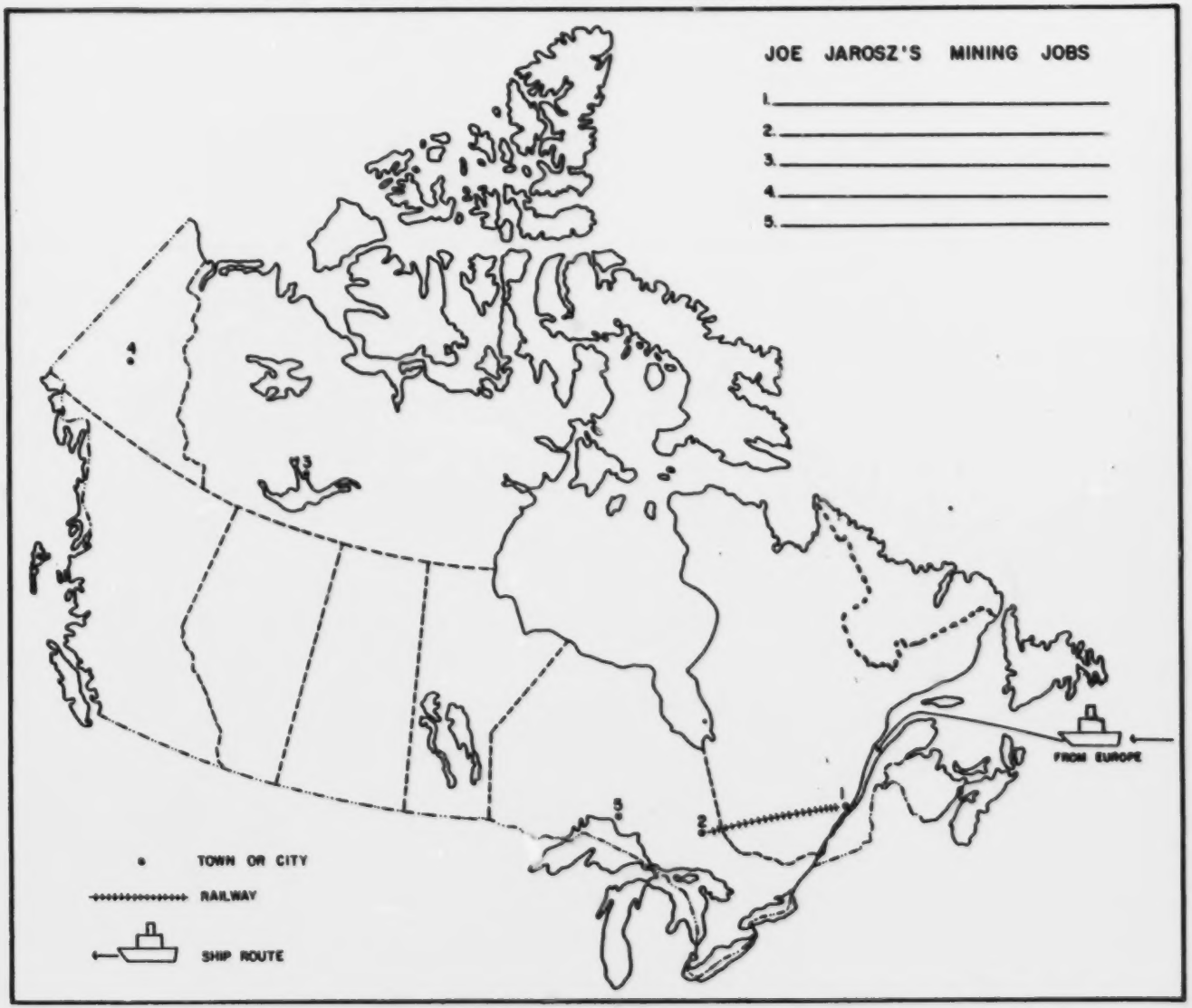


FIG. 2.4 Joe Jarosz's Canadian Mining Career

Census Farms With Sales of $2,500 or more Classified by Type of Product 1971[1]

PROVINCE	FARMS WITH SALES OF $2,500 OR MORE	TYPE OF FARM									
		Dairy	Cattle, hogs, sheep	Poultry	Wheat	Small grains[3]	Other field crops[4]	Fruits and vegetables	Forestry	Miscellaneous specialty	Mixed combinations
		Number of Farms									
NEWFOUNDLAND	282	70	40	54	—	—	30	58	5	5	20
PRINCE EDWARD ISLAND	2,780	629	980	21	—	11	616	26	6	8	483
NOVA SCOTIA	2,568	1,019	655	169	—	9	76	250	114	109	167
NEW BRUNSWICK	2,603	821	535	111	—	4	670	98	119	26	219
QUÉBEC	40,932	28,646	5,183	1,561	20	342	1,124	1,472	331	423	1,830
ONTARIO	65,667	17,718	28,129	1,912	313	5,189	4,593	3,856	165	1,606	2,186
MANITOBA	25,336	1,614	9,829	519	2,738	7,249	376	65	16	209	2,721
SASKATCHEWAN	62,930	701	15,913	210	26,516	13,900	112	14	3	128	5,433
ALBERTA	46,533	2,490	25,843	413	3,893	9,105	114	40	28	320	3,587
BRITISH COLUMBIA	8,625	1,633	2,501	644	166	390	387	1,948	162	571	223
CANADA[2]	258,259	55,341	89,610	5,615	33,646	36,199	8,798	7,827	949	3,405	16,869

[1] A criterion of 51% or more total sales was used to determine in which category a farm was placed.
[2] Includes data for Yukon and Northwest Territories.
[3] Includes oats, barley, rye, mixed grains, buckwheat, corn, field peas and beans, flaxseed, soybeans, etc.
[4] Includes hay and fodder crops, potatoes, sugar beets, tobacco, etc.
Source: *1971 Census of Canada.*

FIG. 2.5 Census Farms with Sales of $2,500 or More Classified by Type of Product, 1971

E.G. Piera, advisory ed. The Canadian Oxford School Atlas, 3rd ed., Toronto: 1972 Oxford University Press.

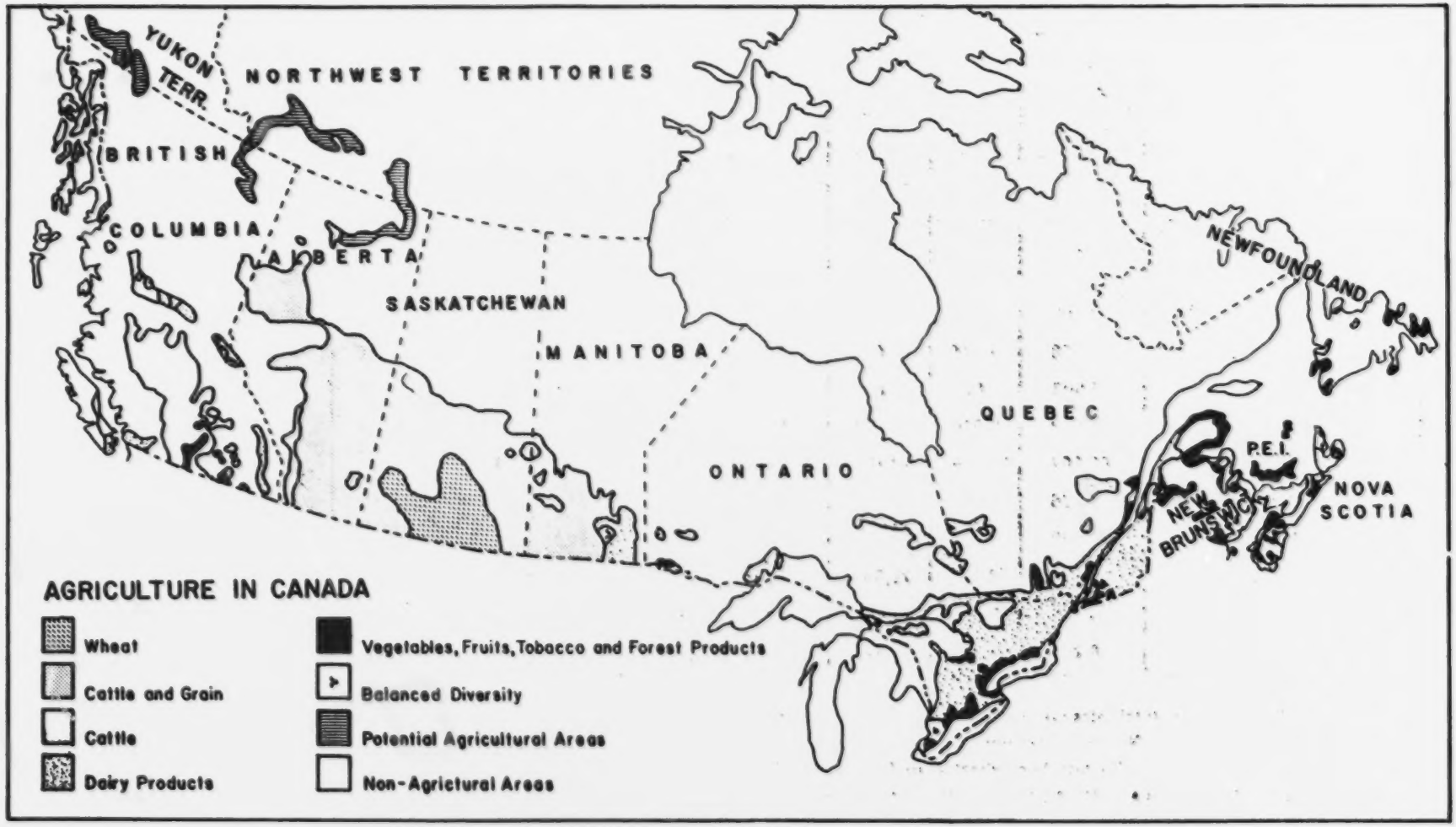


FIG. 2.6 Agriculture in Canada

BEST COPY AVAILABLE

Crest
with fluoristan
MINT FLAVOUR · TOOTHPASTE
25 ml
"Crest" has been shown to be an effective decay-preventive dentifrice that can be of significant value when used in a conscientiously applied program of oral hygiene and regular professional care."
CANADIAN DENTAL ASSOCIATION
"Crest" s'est révélé un dentifrice préventif contre la carie dentaire et son emploi peut avoir une valeur importante lorsqu'on l'utilise dans le cadre d'un programme d'hygiène buccale suivi avec application et de soins dentaires professionnels réguliers".
ASSOCIATION DENTAIRE CANADIENNE
THE PROCTER & GAMBLE COMPANY OF CANADA, LTD., TORONTO, ONTARIO M5W 1C5
Crest
au fluoristan
DENTIFRICE · À LA MENTHE
25 ml

FIG. 2.7 Canadian Product Labels

BEST COPY AVAILABLE

CANADA'S LARGEST CORPORATIONS

Company	Foreign Owners
1. General Motors of Canada, Ltd. (Oshawa, Canada)	1. Wholly owned by General Motors Corporation, Detroit
2. Ford Motor Company of Canada (Oakville, Ontario)	2. Wholly owned by Ford Motor Company, Dearborn, Michigan
3, Imperial Oil, Ltd. (Toronto)	3. Wholly owned by Exxon Corporation, New York
4. Canadian Pacific, Ltd. (Montreal)	4. United States, 14%; Britain, 7.4%; Other, 7.8%
5. George Weston, Ltd. (Toronto)	5. Overwhelming majority of shares owned by Canadians including Weston family
6. Bell Canada (Montreal)	6. Shareholders all over the world, majority Canadian
7. Alcan Aluminum, Ltd. (Montreal)	7. United States, 39.3%; Other - 13.6%
8. Chrysler Canada, Ltd. (Windsor, Ontario)	8. Wholly owned by Chrysler Corporation, New York
9. Massey-Ferguson, Ltd. (Toronto)	9. Wide distribution of stockholders, mostly American

FIG. 2.8 Canada's Largest Corporations

PROPORTIONAL SOURCE OF CANADIAN IMPORTS AND DESTINATION OF CANADIAN EXPORTS

CANADIAN IMPORTS	CANADIAN EXPORTS
69% come from the United States	68% of all exports go to the United States
8% come from the European Economic Community	12% go to the European Economic Community
4% come from Japan	6% go to Japan
19% come from all others	14% go to all others

FIG. 2.9 Proportional Destination and Source of Canadian Imports and Exports

SOURCE: The World Almanac and Book of Facts for 1979. Newspaper Enterprise Assn., Inc. N.Y., 1978. p. 510.

FIG. 2.10 Cartoon: Canada/U.S. Relations

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The Gazette
SATURDAY, APRIL 15, 1978

Ross Munro
Publisher

Mark Harrison
Editor

Robert McConnell
General Manager

Geoff Stevenson
Managing Editor

Joan Fraser
Editorial Page Editor

"Who but a politician would be planning right now to ask me to elect him to continue in charge . . . ?"

FIG. 2.11 Cartoon: Economic Problems in Canada

For weight control, AVOID ALL RICH FOREIGN INVESTMENTS.
EAST
CENTRE
WEST
NATIONAL ECONOMIC WEIGHT WATCHERS
"For buoyant health"
"Excuse me Sir, I believe I am in the wrong class."

FIG. 2.12 Cartoon: Regional Differences in Canada

SOME FACTS ABOUT FEMALE EMPLOYMENT IN CANADA

—Of the 12,183,000 persons working in Canada in 1983, 5,084,000 were women.

—During the period from 1982 to 1983, the number of women holding professional jobs in the Canadian labor force went from 879,000 to 911,000.

—Women professionals are more likely to be nurses, teachers or social workers than lawyers, doctors or engineers.

—The average full-time woman worker earned only 60% of the wage paid the average man.

—Most working women hold low-level, service or clerical jobs.

—Until 1955, married women could be hired in civil service jobs only if no qualified men were available.

Fig. 2.13 Some Facts About Female Employment in Canada

SOURCE: Canada Today/D'Aujourd'hui, June 1975.

1965	avg. income men	avg. income women	*difference*
Atlantic	$3,497	$1,397	*$2,100*
Québec	4,347	1,881	*2,466*
Ontario	5,094	1,952	*3,142*
Prairies	4,210	1,802	*2,408*
B. C.	4,749	2,019	*2,730*
Canada	4,551	1,857	2,694

1973	avg. income men	avg. income women	*difference*
Atlantic	6,306	2,936	*3,380*
Québec	7,755	3,682	*4,073*
Ontario	9,093	3,834	*5,259*
Prairies	7,778	3,197	*4,581*
B. C.	9,448	3,604	*5,844*
Canada	8,310	3,591	4,719

Source: *Canadian Forum*, April-May 1975, *Income Distributions by Size in Canada.*

Income Differences by Sex

[NATIONALLY AND BY REGIONS]

FIG. 2.14 INCOME Differences by Sex

TIME LINE OF CANADIAN TRANSPORTATION

—The St. Lawrence Seaway, completed in 1959, links the Great Lakes to the Atlantic Ocean.

—The Canadian Pacific was completed in 1885.

—The Welland Canal, built in 1829 between Lake Erie and Lake Ontario, is part of a system which links natural waterways with man-made canals.

—Not until 1946 could a Canadian drive from Halifax, N.S. to Victoria, B.C., without the help of a train or a detour into the U.S.A.

—Air service, begun in the 1920s, makes passenger, mail, and freight service possible for Canada's far north.

—Birchbark canoe routes, established in the 1500s, dominated Canadian transportation for 300 years.

—The Trans-Canada Highway was completed in 1962.

—Trans-Canada Airlines (now Air-Canada) was established in 1937.

—A road was built between Quebec and Montreal by the surveyor Lanouillier de Boisclerc in 1734.

—The Trans-Canada pipeline, completed in 1958, carries gas from Alberta to Montreal.

FIG. 2.15 Time Line of Canadian Transportation

MAJOR RAIL, AUTO AND AIR TRANSPORTATION ROUTES OF CANADA

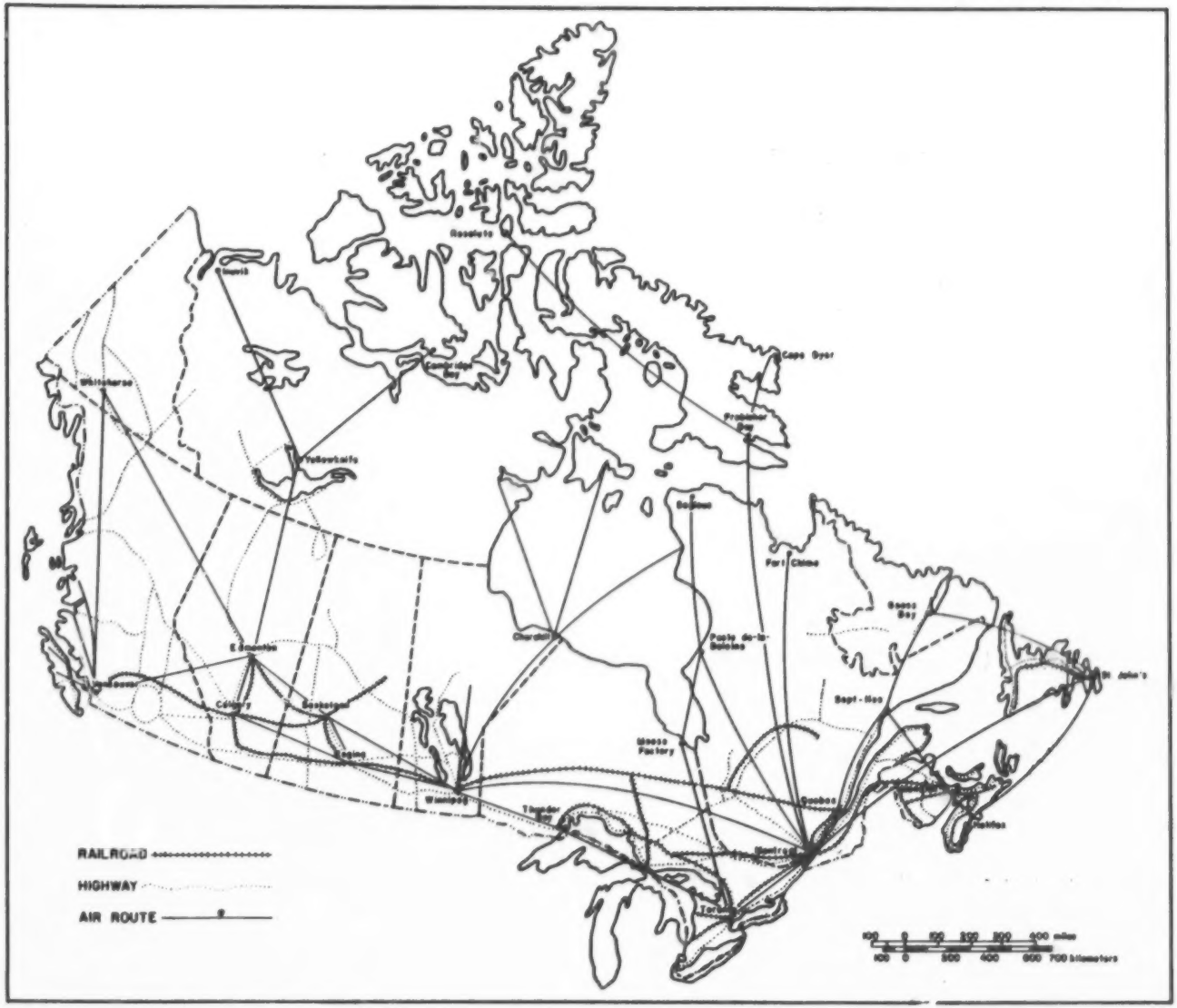


FIG. 2.16 Major Rail, Auto and Air Transportation Routes of Canada

ST. LAWRENCE - GREAT LAKES WATERWAY

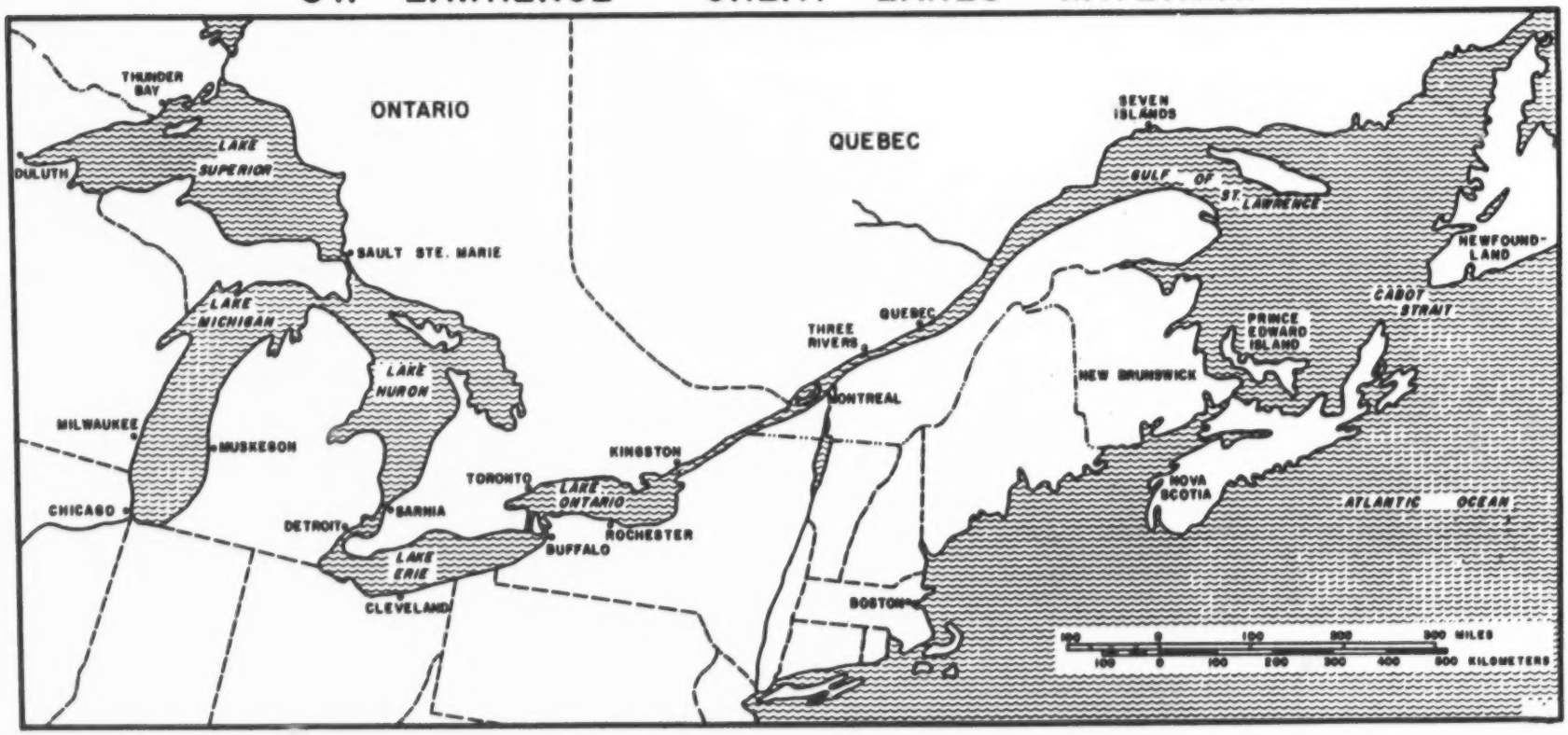
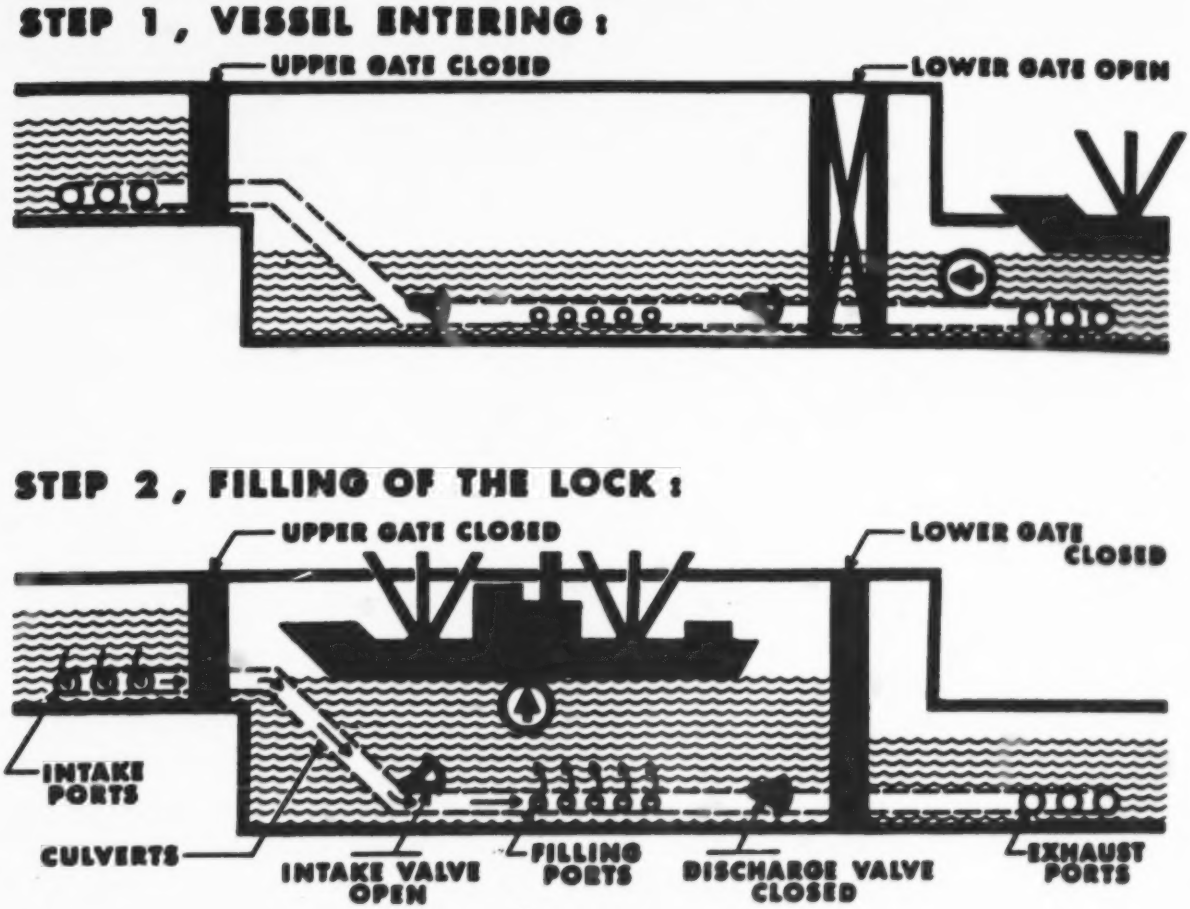


FIG. 2.17 St. Lawrence/Great Lakes Waterway

170

171



TYPICAL METHOD OF LOCKING A SHIP IN THE ST. LAWRENCE SEAWAY

FIG. 2.18 Typical Methods of Locking a Ship in the St. Lawrence Seaway

PROFILE VIEW OF ST.LAWRENCE SEAWAY

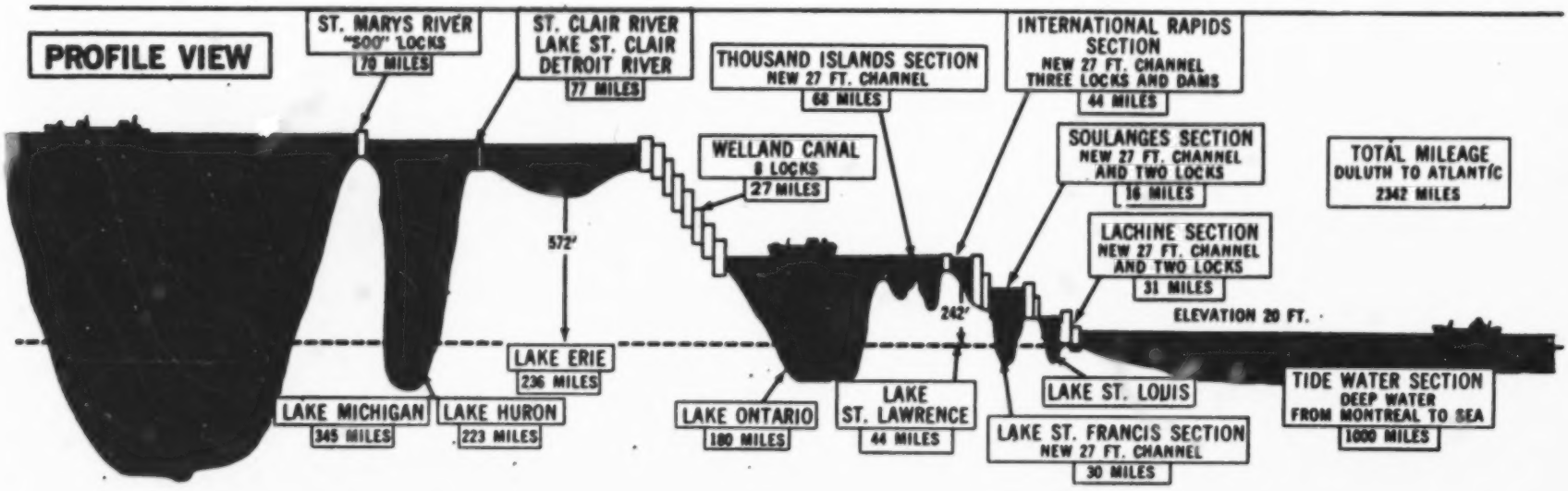


FIG. 2.19 Profile View of the St. Lawrence Seaway

THE GREAT LAKES/ST. LAWRENCE ECONOMIC REGION

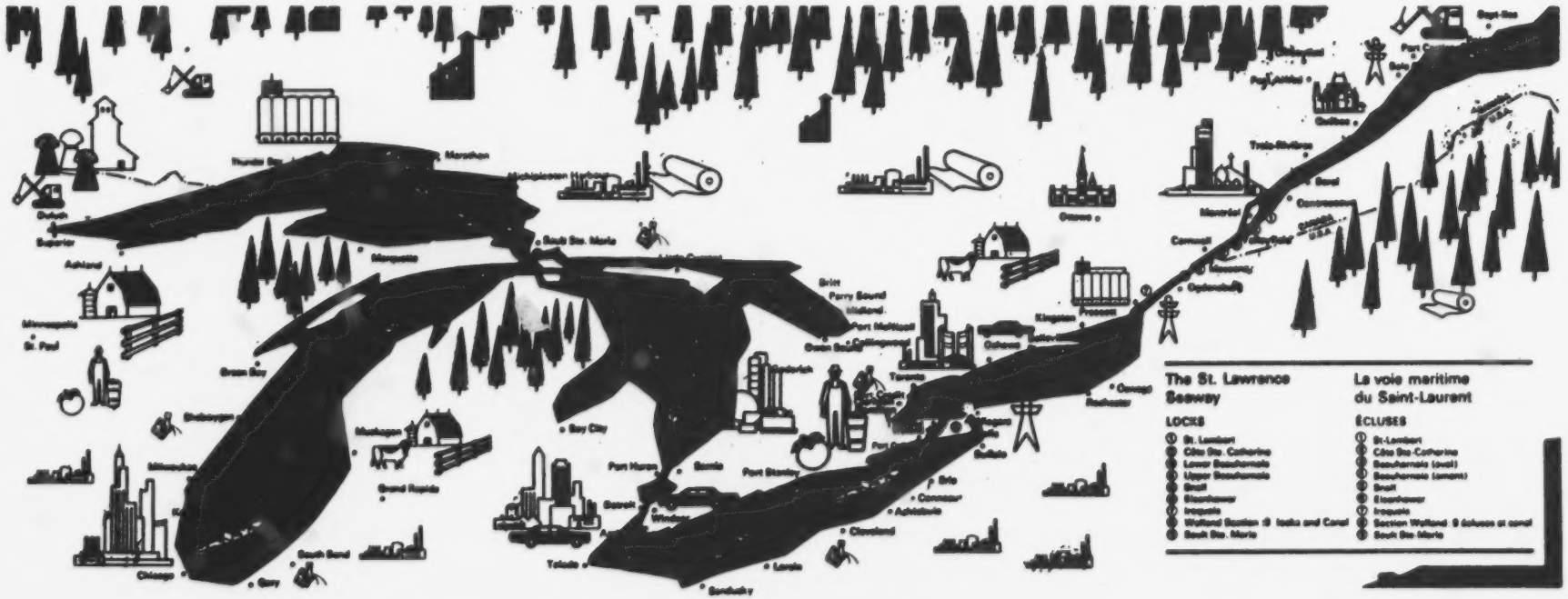


FIG. 2.20 The Great Lakes/St. Lawrence Economic Region

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St. Lawrence Seaway Traffic by Classification and Direction—Montreal-Lake Ontario Section—1971

Commodity	Principal sources & destinations of commodities
Wheat	Can → Can [81%] U.S.A. → Foreign [9%] U.S.A. → Canada [8%]
Corn	U.S.A. → Foreign [70%] U.S.A. → Canada [28%]
Rye	Can → Foreign [70%] U.S.A. → Can [37%]
Oats	Can → Can [55%] Can → Foreign [33%]
Barley	Can → Can [84%] U.S.A. → Foreign [8%]
Soybeans	U.S.A. → Foreign [75%] U.S.A. → Can [24%]
Soybean Oil Cake and Meal	U.S.A. → Foreign [79%] Can → Foreign [21%]
Flaxseed	Can → Foreign [64%] Can → Can [29%]
Total Agricultural Products	
Bituminous Coal	U.S.A. → Can [93%]
Coke	U.S.A. → Can [65%] U.S.A. → Foreign [23%]
Iron Ore	Can → U.S.A. [76%] Can → Can [24%]
Clay and Bentonite	U.S.A. → Foreign [43%] U.S.A. → Can [42%]
Salt	Can → Can [70%] U.S.A. → Can [30%]
Total Mine Products	
Fuel Oil	Can → Can [70%] Can → U.S.A. [21%]
Iron and Steel, Manufactured	Foreign → U.S.A. [90%]

FIG. 2.21 St. Lawrence Seaway Traffic

SHIPPING ROUTES OF THE WORLD

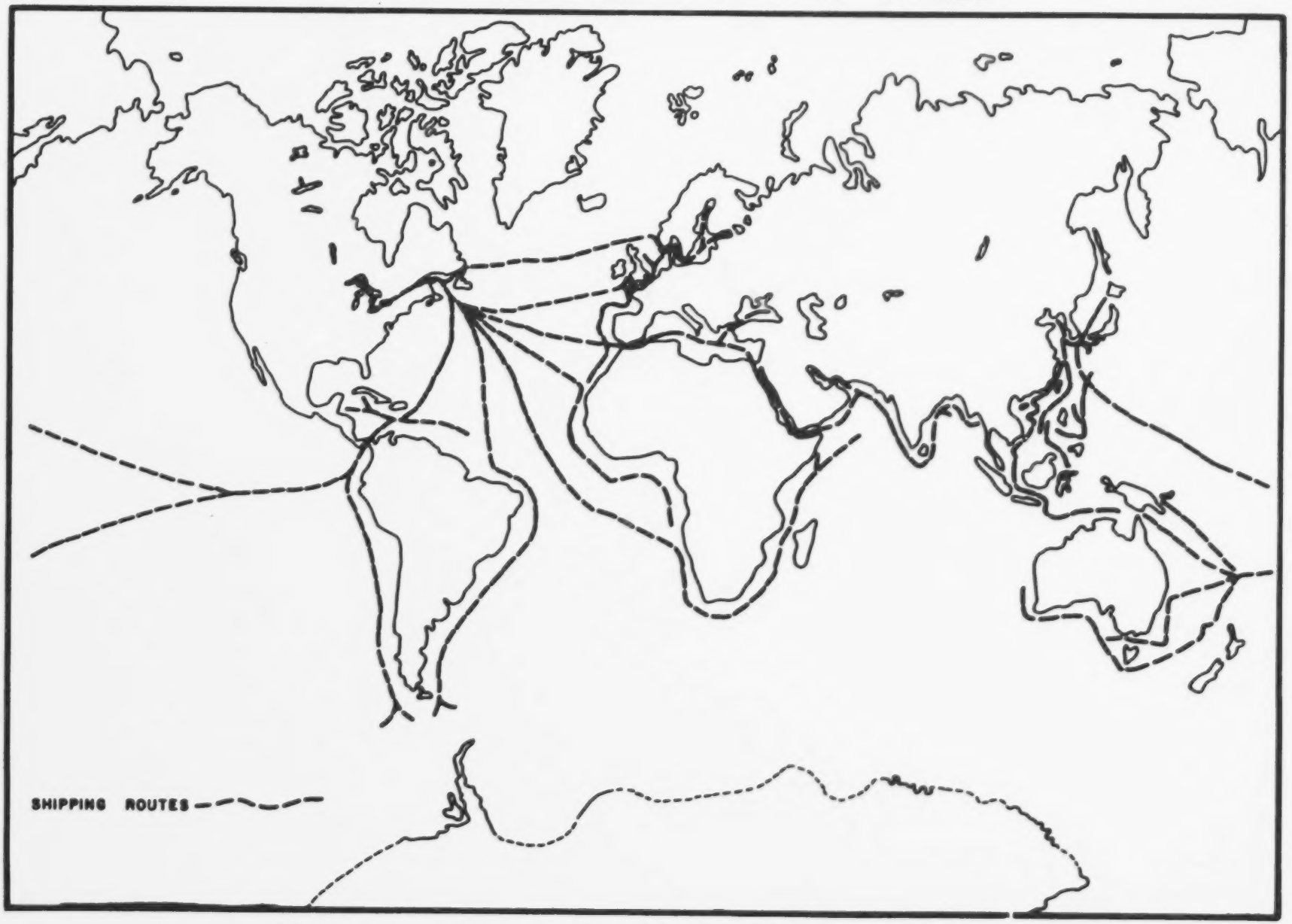

FIG. 2.22 Shipping Routes of the World

JOE JAROSZ'S CANADIAN MINING CAREER

Joe Jarosz has been a hardrock miner in Canada's northland for the past 23 years. The work is hard and dangerous, but for an immigrant with little formal education, Joe Jarosz was able to earn $25,150 last year. His family enjoys many material rewards of Joe's hard work. They possess a new car, a 14' boat, a snowmobile, and a huge greenhouse for his wife, Maria; his daughter, Barbara, who plans to follow a career in public relations, has already completed two years at the University of Western Ontario in London, Ontario. Joe must save a part of every pay check because the company he works for does not provide a pension for miners.

This is how Joe's mining career began. In 1949 Joe fled Communist Poland. He considered settling in Australia or the United States but finally decided upon Canada. He booked passage from West Germany to Quebec City. After landing in Quebec, Joe took a train to Timmins, Ontario. The day after he arrived in Timmins, Joe found a job in a gold mine.

Joe worked hard, had a good time, and saved his money. He learned as much as he could about mining from his fellow workers, men who had had long experience in many different mines. After two years in Timmins, he moved to Yellowknife because he had heard that a man could earn big money in Canada's northland. "What a place. The temperature would go as low as 72° below. There wasn't much to do except work, and it was dangerous there with the threat of cave-ins. It was dangerous work, but you sort of got used to it and watched yourself."

Joe stayed in Yellowknife for only a few months and then moved even farther north to the Yukon where money was even better. In the Yukon he worked seven days a week plus overtime and was able to save a lot of his money. In 1955 he took a three-month vacation. While visiting friends, he heard about a job in Manitouwadge, Ontario. He couldn't even find Manitouwadge on the map, but he decided to give it a try and has been working there in a base metal mine ever since. Joe discovered that he liked the country, the bush, and the wide open spaces.

R. 2.1. Profile: Joe Jarosz's Canadian Mining Career

SOURCE: Toronto Star, May 20, 1978.

MINING IN CANADA

The mining industry in Canada employs about 114,000 people, and the prosperity of many others, in the great cities like Toronto, rests on them.

In the last 50 years, the work of the miner hasn't changed that much. Sure, it's safer and cleaner now. There's more money and better equipment to work with, but the miner still goes underground, still works in the shafts, in the vertical tunnels called raises, and in the horizontal and diagonal tunnels called drifts. He still chips and blasts the ore from the rock walls and puts it in little trolley cars. The advances in the industry have been mainly technical: crushers and smelters, conveyor belts, better diamond drilling, and scientific programming.

In many ways Manitouwadge is an isolated community. There is little news from outside. There is no daily newspaper and you don't always pick up a radio station. CBC television comes in on a microwave system and there are no commercials.

But that isolation itself attracts people to the north, a lifestyle close to nature, a pace much slower than that of the cities...

A road was carved through the bush from Highway 17, and both the CNR and CPR laid railway lines through the town.

R. 2.2 Mining In Canada

SOURCE: Toronto Star, May 20, 1978

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CREAM OF MUSHROOM SOUP

Wash and chop 1¼ pounds of fresh mushrooms. Chop one small onion and sauté in 5 tablespoons butter for three minutes. Add mushrooms and sauté for 5 minutes more. Stir in 5 tablespoons flour. Add 3 cups chicken broth and bring to a boil while stirring. Salt and pepper to taste. Simmer for 30 minutes. Add one cup coffee cream before serving. Makes 6 servings.

FRENCH CANADIAN PEA SOUP

1 pound yellow dry peas
2½ quarts water
¼ pound salt pork, cut into small pieces
3 onions, chopped
2 carrots, diced
small handful celery leaves
a few parsley twigs
3 bay leaves
1 tablespoon savory

Pour water over peas and let stand overnight. Add remaining ingredients and bring to a boil. Simmer for 2 or 3 hours until peas are soft.

TOUTIÈRE (French Canadian meat pie)

1 pound lean pork, minced
1 small onion, chopped
1 garlic clove
1 teaspoon salt
½ teaspoon savory
¼ teaspoon cloves
1/3 cup chopped celery
3/4 cup water
1/3 cup finely chopped potatoes
pinch of cinnamon
2 9-inch pie crusts

Fix all ingredients and bring to boil, then simmer for 30-40 minutes. Let cool. Pour into pie shell and cover with top crust. Bake at 400° until golden brown. Serve hot with homemade fruit sauce, ketchup, and pickles. Can be reheated or frozen and served later.

MAPLE SYRUP PIE

1 cup maple syrup
1/3 cup water
3 tablespoons cornstarch
2 tablespoons butter
½ cup pecans
2 9-inch pie shells

Combine maple syrup and water and bring to a boil. Mix cornstarch with a little water. Mix well into boiling syrup. Stir until smooth. Add butter and nuts. Pour into pie shell and cover with top crust. Make small cuts on top of crust. Bake for 20-30 minutes in 375° oven.

PIERRE TRUDEAU ON FOREIGN INVESTMENT IN CANADA

We welcome foreign capital, but we welcome it more readily to areas which are not fundamental or basic to controlling society. We welcome takeovers, provided that they can be demonstrated to be of significant benefit to Canada. We welcome foreign investment in the mining industry, and so on, but we establish certain rules so that, shall we say, in the example of uranium, foreign investment will not dominate the sector. We do the same thing with the mass media, we do the same thing with Canadian content of radio and television. We don't believe in censoring ideas and keeping out other cultures, but we believe that there must be a place where Canadian input can be felt, and that's the basis of our approach.

R. 2.4 Pierre Trudeau on Foreign Investment in Canada

SOURCE: Profile Canada: Social & Economic Projections: Georgetown: McCready, 1977.

HOW TO BUILD A GOOD ROAD CHEAPLY

If one wishes to get from Edzo* in the Northwest Territories to the silver mining community of Echo Bay on Great Bear Lake, it is best to go between late January and March on the straight and splendid road built by Pacific Western Trucking.

Winter roads in the Yukon and N.W.T. are made of hard packed snow and one travels by tractor...

Road construction begins in the first week of January and takes three weeks to complete. It is built as straight as possible on "portages" and lakes and the designers try to avoid steep grades, areas which require blasting and clearing, and portages across sandy depressions. In such portages water seeps up and forms layers of ice several feet thick, called "icing," over the road surface...

Once ready, the road must be maintained. Three versatile tractors equipped with large vee-plows keep it in repair.

Freight tractors, which can push a ten-foot vee-plow and tow 40,000 pounds at the same time, average 25 miles an hour on the road and they can exceed 50 miles an hour across the open lakes. There is some danger. Since 1965 four tractor-trailer units have dropped through the frozen lake surfaces but no operators have been lost. Twenty operators were employed during 1973 and they averaged two round trips a week.

Construction costs are very cheap, less than $200 a mile, but maintenance costs, wages, and the housing of operators are very high.

*Edzo is northwest of Yellowknife on Great Slave Lake. Echo Bay is formerly Port Radium on Great Bear Lake.

R. 2.5 How to Build a Good Road Cheaply

SOURCE: Canada Today/D'Aujourd'hui. Vol. 5, No. 4, April 1974.

Going Through the St. Lawrence Seaway

The remaining subsection of the river journey, extending over 68 miles of waterway into Lake Ontario, is known as the Thousand Islands section and is maintained by the United States Seaway Corporation. It is free of rapids but many rock shoals were removed when the channels were widened and deepened.

The ship meets no further obstacles in crossing Lake Ontario, but access to the downstream end of Lake Erie is barred by Niagara Falls. The Welland Canal, carved through 27 miles of the Canadian mainland and opened in 1832, facilitates inter-lake passage, lifting vessels some 326 feet to Lake Erie.

A tightly grouped series of seven lift locks in a short eight-mile section of canal overcomes the obstacle of the Niagara escarpment. Each of the seven new locks has an average lift of 46.5 feet and an eighth lock at the Lake Erie end is a shallow lift guard lock.

Lakes Erie, Huron, Michigan, and Superior, together with their connecting channels (the Detroit River, Lake St. Clair, the St. Clair River, and St. Mary's River), and the locks at the Soo form the rest of the waterway. Once the ship has reached Lake Superior, it has climbed more than 600 feet above sea level, or roughly the equivalent of a 60-story building.

R. 2.6 Going Through the St. Lawrence Seaway

SOURCE: The St. Lawrence Seaway, 2342 Miles into the Heart of a Continent, The St. Lawrence Seaway Development Corporation, Seaway Circle, Massena, N.Y.

The Wreck of the Edmund Fitzgerald

1. The legend lives on from the Chippewa on down of the big lake they called "Gitche Gumee."
The lake, it is said, never gives up her dead when the skies of November turn gloomy.
With a load of iron ore twenty-six thousand tons more than the Edmund Fitzgerald weighed empty,
That good ship and true was a bone to be chewed when the Gales of November came early.

2. The ship was the pride of the American side coming back from some mill in Wisconsin.
As the big freighters go it was bigger than most with a crew and good captain well seasoned.
Concluding some terms with a couple of steel firms when they left fully loaded for Cleveland.
And later that night when the ship's bell rang, could it be the north wind they'd been feelin'?

3. The wind in the wires made a tattletale sound and a wave broke over the railing.
And every man knew as the captain did too 'twas the witch of November come stealin'.
The dawn came late and the breakfast had to wait when the Gales of November came slashin'.
When afternoon came it was freezin' rain in the face of a hurricane west wind.

4. When suppertime came the old cook came on deck sayin', "Fellas, it's too rough t' feed ya."
At seven p.m. a main hatchway caved in; he said, "Fellas, it's bin good t'know ya'."
The captain wired in he had water comin' in and the good ship and crew was in peril.
And later that night when 'is lights went outta sight came the wreck of the Edmund Fitzgerald.

5. Does anyone know where the love of God goes when the waves turn the minutes to hours.
The searchers all say they'd have made Whitefish Bay if they'd put fifteen more miles behind 'er.
They might have split up or they might have capsized; they may have broke deep and took water.
And all that remains is the faces and the names of the wives and the sons and the daughters.

6. Lake Huron rolls, Superior swings in the rooms of her ice-water mansion.
Old Michigan steams like a young man's dreams; the islands and bays are for sportsmen.
And farther below Lake Ontario takes in what Lake Erie can send her,
And the iron boats go as the mariners all know with the Gales of November remembered.

7. In a musty old hall in Detroit they prayed, in the "Maritime Sailors' Cathedral."
The church bell chimed 'till it rang twenty-nine times for each man on the Edmund Fitzgerald.
The legend lives on from the Chippewa on down of the big lake they called "Gitche Gumee."
"Superior," they said, "never gives up her dead when the Gales of November come early!"

R. 2.7 The Wreck of the Edmund Fitzgerald

Music and Lyrics by Gordon Lightfoot, 1976

MODULE III: THE HISTORIC PERSPECTIVE — CANADA PAST AND PRESENT

HISTORIC CONTENT UNDERSTANDING

1. Canada's earliest peoples, Indians and Inuit, are believed to have migrated across the Bering Strait via Siberia.

CONCEPTS

Change
- as related to past, present, and future
- growth and decline

Empathy
- understand and appreciate events in history

SKILLS/ATTITUDES

Getting Information
- locate information in print

Using Information
- draw inferences from data

Self-Management Skills
- decrease ethnocentric perceptions

TEACHER NOTES

+ Some scholars believe that the native peoples of North and South America originated in south central Asia. However, a few anthropologists suggest that native peoples came to the Americas on rafts from Polynesia; another theory is that they migrated westward from Greenland.

+ The word "Eskimo" comes from the Algonquin name for eater of raw meat.

+ The word "Inuit" means "people" and is preferred by the Eskimo.

+ Most Inuit maintained a marine hunting economy and gradually migrated eastward across Canada.

+ Most Indians migrated southward across Canada and into the United States.

+ Native Canadians have a value system and culture which is distinct from that of Europeans.

FOCUS QUESTIONS

- *Who are the native peoples of Canada?*
- *What was life among native peoples like before the arrival of the European?*

ACTIVITIES

• Have students examine Fig. 3.1 and Fig. 3.2, "Indian and Eskimo (Inuit) Prehistoric Routes to North America" and "Distribution of Native Peoples in Canada, Circa 1500."

Discussion Questions:

- According to the first graphic, from where did Canada's native peoples come?
- What is meant by the term "prehistoric?"

- Why does the key to Fig. 3.1 say "hypothetical migration routes"? What does "hypothetical" mean?

- Where in Canada did the Inuit settle? (Fig. 3.2) If they came from Asia, where in Canada would they likely have settled first?

- Where did the Indians settle?

- Why do you think some of the northern islands of Canada, including Ellesmere, remained uninhabited?

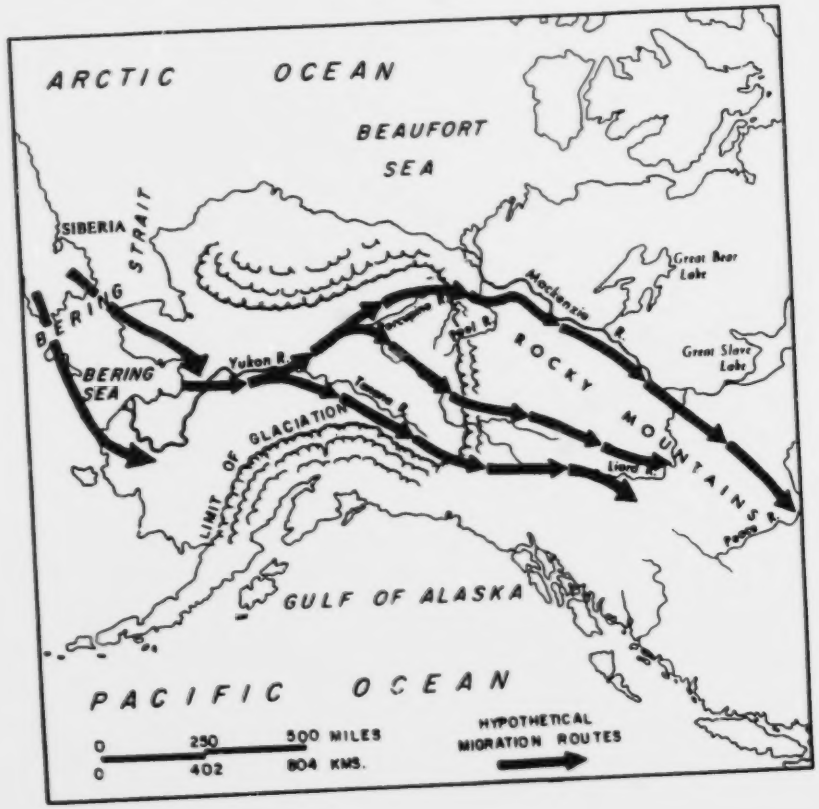
- Do you think the native peoples were evenly dispersed across Canada? Why or why not? (Have students refer back to Figs. 1.7-1.10.)

- In what regions discussed in MODULE I (Understanding 2) would most native Canadians likely have settled by 1500?

- What happened to the population growth of native Canadians after 1600? (Fig. 3.3)

• For additional activities dealing with the Inuit, see MODULE I Understanding 2. See also the Nelson Canadian Studies Series: The Native Peoples of Canada by Iain Munro, Thomas Nelson & Sons; Don Mills, Ontario, 1974; and The Arctic: Canada's Last Frontier by Maureen Radley-Walters & Peter Watson, Thomas Nelson & Sons; Don Mills, Ontario, 1973.

INDIAN AND ESKIMO PREHISTORIC MIGRATION ROUTES TO NORTH AMERICA



HISTORIC CONTENT UNDERSTANDING

2. Both French and British claims to Canada were based upon the journeys of early explorers and trappers, but the French were the first to establish permanent settlements in the country.

CONCEPTS

Environment
- as related to natural resources which attract settlers to new lands; e.g., gold, fur, fish, etc.
- as related to using natural features such as rivers and lakes for exploration

Culture
- as related to cultural diversity

SKILLS/ATTITUDES

Getting Information
- locate sources of print information
- locate information in print sources
- identify the different types and kinds of information

Using Information
- classify and/or categorize data
- develop maps
- place ideas in chronological order

TEACHER NOTES

+ The Vikings, Azores fishermen and possibly even Irish monks were among the first Europeans to discover and to explore eastern North America.

+ French explorations formed the bases of French control of the St. Lawrence/Great Lakes/Mississippi/Ohio River systems; early British explorations centered around Newfoundland and the area around Hudson Bay.

+ 1497 — John Cabot, sailing for the English crown, landed on northeast Newfoundland.

+ 1535 — Jacques Cartier, a Frenchman in search of gold and silver, sailed up the St. Lawrence River.

+ 1583 — Sir Humphrey Gilbert renewed English claims to Newfoundland.

+ 1604 — Samuel de Champlain established a colony at Port Royal in Nova Scotia (Acadia) and in 1608, at Quebec City. The latter event formed the basis for French control of what is now central Canada for the next 150 years.

+ 1649 — The Hurons, France's Indian allies, were destroyed by the Iroquois, allies of the English.

+ 1663 — A Royal government of France was established in New France, as the colony was called.

+ 1670 — The Hudson Bay Company was established by Charles II of England.

+ The Anglo-French rivalry intensified throughout the 18th century and was punctuated by a series of wars.

+ Quebec City fell to the British in 1759.

+ By the Treaty of Paris (1763) France was eliminated as a North American imperial power and all of what is now Eastern Canada except for two small islands in the Gulf of St. Lawrence — St. Pierre and Miquelon — became British.

+ When one refers to the "fur trade" in New France, one means the quest for Beaver pelts.

FOCUS QUESTIONS

- *What were the bases of French and British claims to North America?*

- *Why was there such a demand in Europe for fur, particularly beaver?*

ACTIVITIES

- Europeans seeking the spices and gold of the Orient explored the North American coast seeking a route to Asia. Later they sought gold, but settled for the existing North American wealth, fish and fur. Have students examine Fig. 3.4 which lists some explorers of North America. Using class resources, have students categorize each explorer as British or French.

- Next, have students examine Fig. 3.5. Have them identify some of the routes followed by the explorers listed in Fig. 3.4 (the voyages of Baffin, Frobisher, Davis, Radisson, and Hudson are not included). Students might draw in these routes.

  Discussion Questions:

  - How did early explorers take advantage of the physical geography of North America to explore the continent?

  - Generally speaking, which parts of North America did the French explore; which parts did the British explore?

- Have students color-code French and British exploration regions on Fig. 3.5 and shade these in on the map.

-

  Have each student choose one of these explorers. Using history texts, encyclopedia and other library resources, have students prepare a class report on the life and accomplishments of the explorer they chose.

-

  The fur trade was a very important factor in encouraging the French to explore and establish rule over much of North America.

  Have students examine Fig. 3.6, "The Fur Trade Time Line." From this brief history of the fur trade in New France, have students write a paragraph describing the relationship of the fur trade and the growth of New France as a colony.

  Questions students might consider:

  - Why was the fur trade so important to France?

  - Who were the "coureurs de bois?"

  - What role did they play in New France?

  - What wilderness technology did the "coureurs de bois" (literally, runners of the woods) adopt from the Indians?

  - What roles did Indians play in the fur trade?

  - What role do you think competition for control of the fur trade played in the French and Indian wars?

  - What nation ultimately gained control of the fur trade?

-

  The beaver was hunted so extensively and intensively that the once plentiful animal almost became extinct in the eastern portions of North America.

  Using R.3.1 and Fig. 3.7, in addition to other resource materials, have students investigate the life cycle of beavers.

  Research questions:

  - What was the original habitat for the beaver?
  - What roles did climate and vegetation play in determining where the beaver thrived?
  - Why did the beaver gradually die out?
  - In what ways did the lifestyle of the beaver make it easy prey for Indian and European trappers?
  - In spite of commercial overhunting, why didn't the beaver become extinct?

- For additional information, have students consult: Deso J. Bartlett, "Beavers, Nature's Aquatic Engineers," National Geographic, May, 1979, pp. 716-732; A.W.F. Banfield, The Mammals of Canada, Toronto: University of Toronto Press, 1974.

NATURAL DISTRIBUTION OF THE NORTH AMERICAN BEAVER

HISTORIC CONTENT UNDERSTANDING

3. For more than 300 years Canada has offered a home to immigrants from all over the world.

CONCEPTS

Identity
- awareness and understanding of diversity

Culture
- as it is learned and passed on to other generations

Change
- as related to conflict

SKILLS/ATTITUDES

Getting Information
- locate information in print and nonprint sources

Using Information
- draw inferences from data
- develop graphs to clarify data

Problem Finding/Solving Skills
- identify problem
- investigate data
- make decision based on evidence
- recognize any value conflict
- redefine the decision in attempting to resolve any conflicts in values

Participating in Interpersonal and Group Relations
- define basic issues
- identify value conflicts
- incorporate a set of positive learning attitudes

Self-Management Skills
- increase the ability to empathize
- decrease ethnocentric perceptions

TEACHER NOTES

+ The United Empire Loyalists (UEL's), Tories who left the United States during and soon after the Revolution, have a status in Canada somewhat similar to the Daughters and Sons of the American Revolution in the United States.

+ During the period from 1775-1810, 6,000 United Empire Loyalists settled in Quebec, 80,000 in Nova Scotia and 20,000 settled in New Brunswick.

+ Fugitive black slaves migrated to Canada through what has been called the "underground railroad" during the early to mid 1800s.

+ Many Eastern Europeans migrated to Canada beginning in the 1860s.

+ Many Hungarians were given a home in Canada after the revolution in 1956.

+ Americans opposed to the Vietnamese war moved to Canada during the late 1960s.

+ Canada accepted numerous Czechoslovakian refugees after the abortive revolution of 1968.

+ Southeast Asian refugees have settled in Canada from 1976 to the present. In particular, Canada accepted many thousands of boat people from Indo-China.

+ Approximately 44% of the Canadian population is of British stock, 28% French, and 28% neither French nor British.

ACTIVITIES

- Canada's population remained small and predominantly French until Loyalists fleeing the American Revolution settled in what are now Ontario, Quebec, New Brunswick, and Nova Scotia during the late 1700s.

  Have students examine Fig. 3.8 and compare the population of New France with that of the Thirteen Colonies.

  Discussion Questions:

  - Which colony had the largest population?

  - Population can grow either by natural increase or by having new families move to a colony. How would you describe the population growth of New France? Of the Thirteen American colonies?

  - The fur trade was the major economic activity of New France. The number of "coureurs de bois" was closely controlled by the French government. How did this policy limit the growth of New France's population?

  - Why do you think young men preferred fur trapping to farming in New France?

Case Study: Resolution of Conflict

- Change often leads to conflict, conflict between those who favor change and those who support the status quo. Neighbors who, under other circumstances, would live in peace and harmony are caught up in a series of events which lead to violence and in which individuals on both sides suffer.

- Have students examine the following chart:

WHAT'S IN A NAME?

Column A	Column B
Rebel	Patriot
Loyalist	Tory
United Empire Loyalist	Daughter of the American Revolution

Ask:

- What do the terms in each column mean?

- Why are these terms listed in two separate columns?

- How do the two columns represent different points of view in the same conflict?

- What was the name of the conflict?

Now have the class examine R.3.2

Discussion Questions:

- What evidence is there that many New Yorkers supported the British during the Revolution?

- Why did public opinion change as the war continued?

- What happened to many individuals who supported the king?

- Where in British North America did the exiles settle?

Next, divide the class into two groups. One group should read R. 3.3 and answer the following questions:

- Describe Elizabeth Roblin's life before 1775.
- Why didn't Elizabeth simply go along with her neighbors' point of view regarding the conflict?
- Why did her neighbors do such cruel things? Do you agree or disagree with their motives? Actions?
- Why did the people of what is now Canada welcome fleeing Loyalists?
- Compare Elizabeth's standard of living before 1776 with her standard of living after 1783 in Ontario.

Have the second group investigate the activities of Colonel John Butler and his Rangers or Sir John Johnson and his Royal Greens or Joseph Brant on the New York frontier. Have the students in this group answer the following:

- To what extent were acts of violence toward one's neighbors committed on both sides?
- Why did Butler, Johnson, and Brant treat their neighbors the way they did?
- How easy were these acts to forget?

Now have the whole class examine Fig. 3.9 and discuss the questions which follow:

- What routes did fleeing Loyalists take to British North America?
- Why did many flee from New York City?
- In what areas did the exiles settle?

-

Role-playing activity.

Place: Mid-Hudson Valley, New York

Year: 1779

In this role play, some of the class should play revolutionaries, some Tories, and some individuals who were not committed to the political struggle. Even though the City of New York was held by the British, in many areas there was no clear definition of loyalties. In this activity, arrange the seats in the class to fit a land ownership pattern in which at least one Tory is surrounded by those who support the revolution. Have students project a scenario in which some act of violence has been committed toward a group of citizens who are for the colonies. Anti-Tory feeling is running high. One colonist is heard to say, "A Tory is a thing whose head is in England; its body in America, and its neck ought to be stretched."

Debriefing:

At the end of the role play, the Tory group must decide what actions to take.

Discussion Questions:

- How might the revolutionaries behave toward the Tories?
- What options did the Tories have?
- What are the Tory arguments for immigrating to Canada? For remaining behind?
- If you had been a Tory, what would you have done?

- Have students examine Figs. 3.3, 3.10, and 3.11; then answer the following questions regarding Canada's ethnic composition.

- In 1600, Indians and Inuit represented 100% of Canada's population. What part of Canada's population do they represent today?

- In 1800, which group was larger, British or French?

- What happened to the British population after 1800?

- Who are the "New Canadians"?

- From where have most "New Canadians" come since World War II?

- According to the Cartoon in Fig. 3.10, what was the ethnic distribution of Canada in 1900?

- What groups were the largest in 1900?

- In the late 19th century and 20th century, Canada's population grew tremendously. Land in the West was opened to immigrants by the railroad and, in the period following World War II, tens of thousands more immigrants and refugees came to Canada. Have students examine Fig. 3.12 and answer the following questions:

  - In what areas of Canada have most immigrants settled?

  - Which three provinces have attracted the most immigrants?

  - Why do you think this is so?

  - Toronto and Montreal have been the two most attractive cities to immigrants. Why?

  - Why do you think so few immigrants have settled in the Atlantic Provinces and Saskatchewan?

- Have students look at Fig. 3.13 and fill in the graph based upon the percentages given at the bottom of the graph. (Fig. 3.14 is provided as an answer sheet.)

  Research Questions:

  - In 1600, all "Canadians" were Indians and Inuit. What part of the population do they represent today?

  - What is the largest group in Canada's cultural mosaic?

  - What part or proportion of the population is now made up of New Canadians?

- Joe Jarosz is an example of an individual who settled in Canada after World War II. Have the students re-examine Fig. 2.4 and discuss the following questions:

  - Where is Poland?

  - Why did Joe flee Europe and settle in Canada?

  - Do you think Joe Jarosz made a good choice when he decided to settle in Canada? Why? Why not?

  - Compare the places Joe settled (Fig. 2.4) with those of other post-World War II immigrants. (Fig. 3.12.) Why did most immigrants not settle in such places as Timmins or Yellowknife or the Yukon?

HISTORIC CONTENT UNDERSTANDING

4. The story of Canada has been one of a long, hard struggle to achieve national unity.

CONCEPTS

Change
- growth and decline

Nation-State
- as related to national unity

SKILLS/ATTITUDES

Using Information
- classify data by developing a map
- classify data by placing ideas in chronological order

Presenting Information
- write in an expository way by supporting such generalizations through the use of relevant factual information

TEACHER NOTES

+ In 1839, the Durham Report recommended that the two British colonies of Upper Canada and Lower Canada be united, and it recommended responsible government for the colony. As a result, the Act of Union was passed in 1841 uniting the colonies of Upper and Lower Canada (Ontario and Quebec today).

+ The British North America Act (BNA Act) officially created the Dominion of Canada. It was the first step toward independence. It was passed by the British Parliament and signed by Queen Victoria on March 29, 1867.

+ On July 1, 1867, the Dominion of Canada came into being. The country consisted of Ontario, Quebec, Nova Scotia, and New Brunswick. (Note that the colony of "Canada" created in 1841 was again divided in two.)

FOCUS QUESTION

- *In what ways did the movement from colony to independent status differ between Canada and the United States?*

ACTIVITIES

• As in the United States, Canada did not immediately become a country from sea to sea. On the Base Map of Canada (Fig. 1.2), have students color-key the following progression which traces the expansion of the Canadian Confederation.*

- 1867 — Quebec, Ontario, New Brunswich, and Nova Scotia
- 1870 — Manitoba
- 1871 — British Columbia
- 1873 — Prince Edward Island

(*All provinces did not immediately assume their present-day shape, but students will gain a sense of the pattern of admission from this activity.)

- 1905 — Saskatchewan and Alberta

- 1949 — Newfoundland

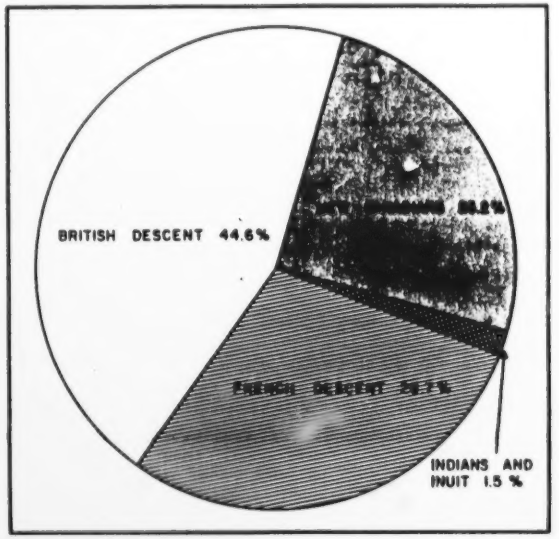
- Why did Newfoundland not join the "Dominion" until 1949?

- What relationship do you think existed between size of population and admission to the Confederation?

- Why did Manitoba become a province before Prince Edward Island or Newfoundland?

Next have students examine Fig. 3.15 which is a chronology of Canadian independence. Have students write a paragraph comparing the ways the United States and Canada became independent.

ETHNIC DISTRIBUTION OF CANADA'S POPULATION IN 1971



HISTORIC CONTENT UNDERSTANDING

5. The Government of Canada promoted and sponsored the construction of railroads from the East coast to Vancouver which helped to unite the country.

CONCEPTS

Nation-State
- as related to national unity

Technology
- as related to economic expansion and development

SKILLS/ATTITUDES

Getting Information
- locate information in print and nonprint sources

Using Information
- draw inferences from data

Presenting Information
- use visuals for communicating ideas by constructing a mural illustrating the problems faced in building a trans-Canada Railroad

TEACHER NOTES

+ The building of a railroad between the St. Lawrence Valley and Halifax was one of the main inducements for the reluctant Maritimes to join Confederation.

+ The first spike of the Canadian Pacific Railroad linking eastern Canada with Vancouver was driven in 1875. The Canadian Pacific was completed on November 7, 1885.

+ The government subsidized the Canadian Pacific with $25 million and 25 million acres of land along the route.

+ The Canadian Pacific opened the West to new immigrant groups including Icelanders, Scandinavians, and Ukranians, and to religious groups such as the Mennonites.

+ The construction of the Canadian Pacific was a volatile issue between the Liberal Party, led by Alexander Mackenzie, and the Conservatives of John A. MacDonald who was the prime minister during most of the construction phase.

FOCUS QUESTIONS

- *Why is railway transportation vital to Canada's economy?*
- *Why do you think that the B N A Act contained a special provision providing for the construction of a railroad?*
- *How did railroads unify Canada?*

ACTIVITIES

• Before the colony of British Columbia (B.C.) would agree to join Canada, the central government had to agree to extend a railroad to the Pacific coast.

Have students examine the map showing provinces as they joined the Confederation (see Activity #1 of Understanding 4) and answer the following questions:

- What is a transcontinental railroad?

- Based upon B.C.'s location, why was the building of the Canadian Pacific important to the province?

- Why do you think the railroad was called the Canadian Pacific?

- Why do you think the railroad was important to the Maritime provinces? The Prairie provinces?

- During the 1890s, Canada experienced a population boom. What role do you think the railroad played in bringing immigrants to western Canada? (See Fig. 3.16.)

- Why did the Chinese population of Canada grow as a result of the construction of the Canadian Pacific Railroad?

- Have students refer to Fig. 1.7. Then have them suggest some of the difficulties which were encountered by the Canadian Pacific as it extended its roadbed in:

  - The Canadian Shield (bog, forests, lakes, etc.)

  - the Prairies (no trees for ties etc.)

  - British Columbia (the mountains, gorges, etc.)

- You may wish to have students reexamine photographs of these three regions to help them describe the difficulties in building a railroad.

  Discussion Questions:

  - How did the lack of trees on the Prairies affect the building of railroads?

  - Why do you think the railroad was built near the United States border?

- Read to the class Sanford Fleming's note regarding surveying the Canadian Pacific in the Rockies. (R.3.4) Ask students to discuss the following questions:

  - Why did Fleming and his party cover no more than four miles in one day?

  - What problems did the survey team meet?

  - What is a glacier?

  - What special problems might glaciers create?

-

  Have students design a large mural of Canada portraying the problems encountered while building the Canadian Pacific Railroad.

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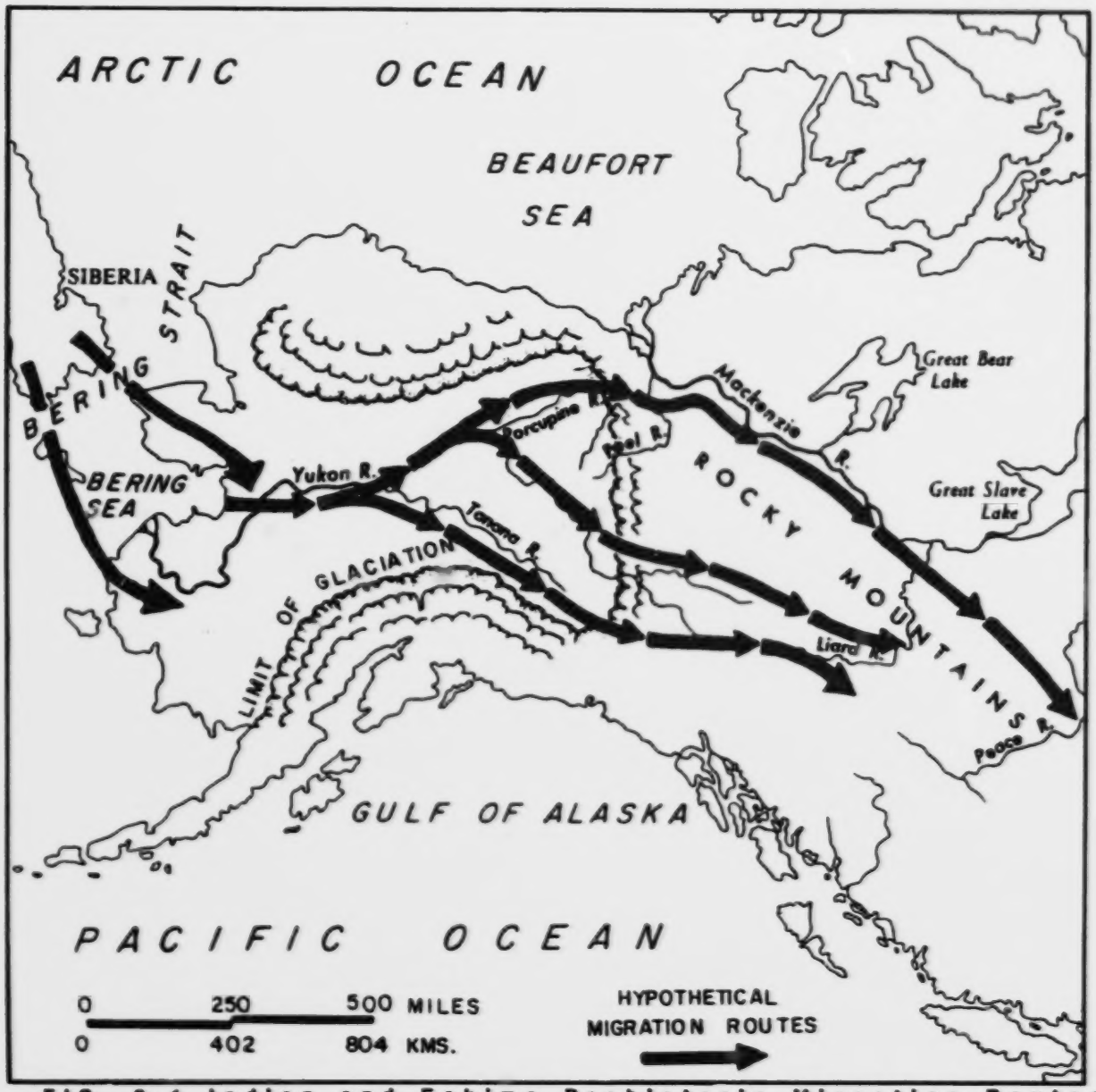

INDIAN AND ESKIMO PREHISTORIC MIGRATION ROUTES TO NORTH AMERICA

FIG. 3.1 Indian and Eskimo Prehistoric Migration Routes to North America

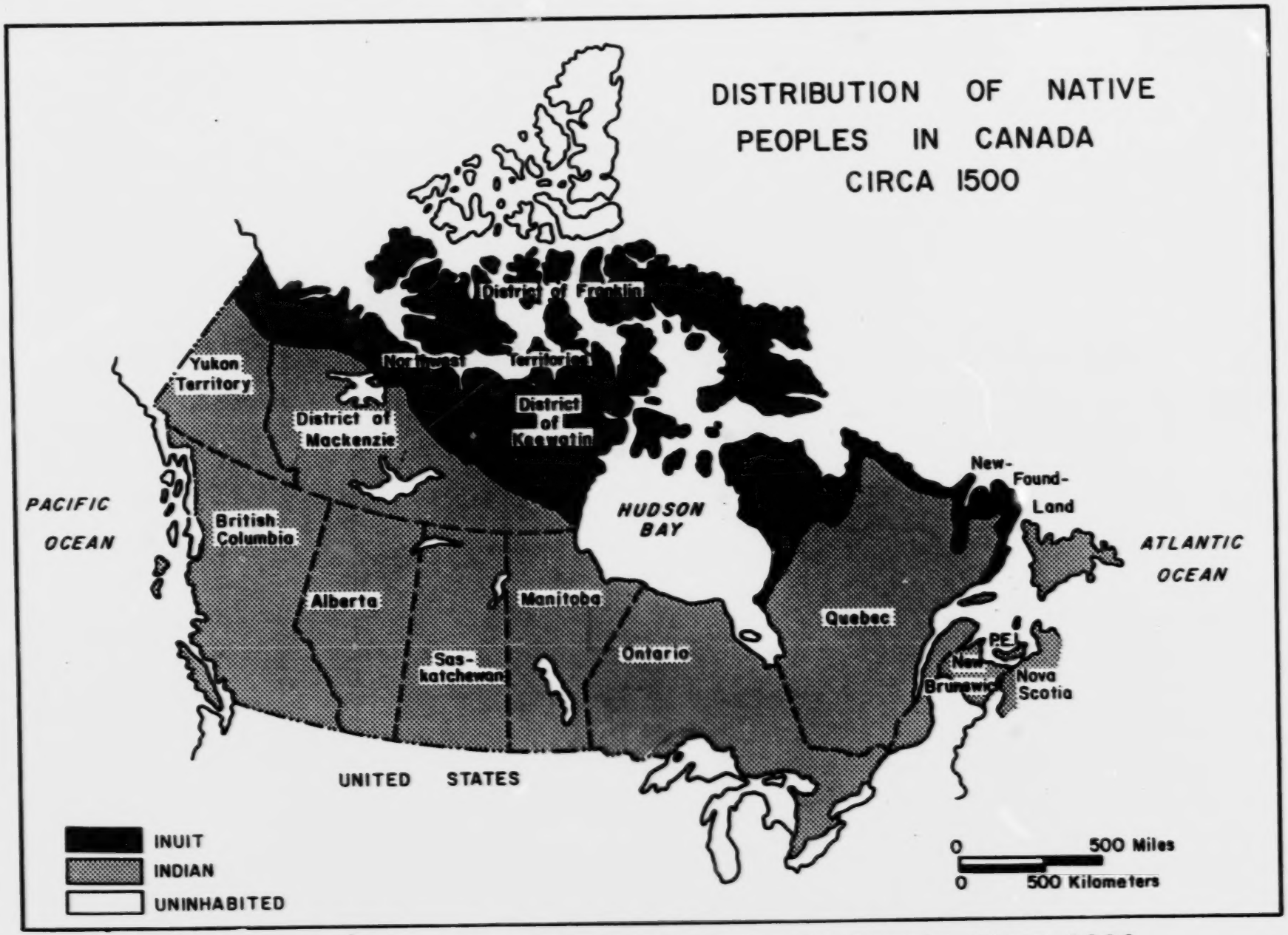

FIG. 3.2 Distribution of Native Peoples in Canada Circa 1500

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GROWTH OF THE CANADIAN POPULATION

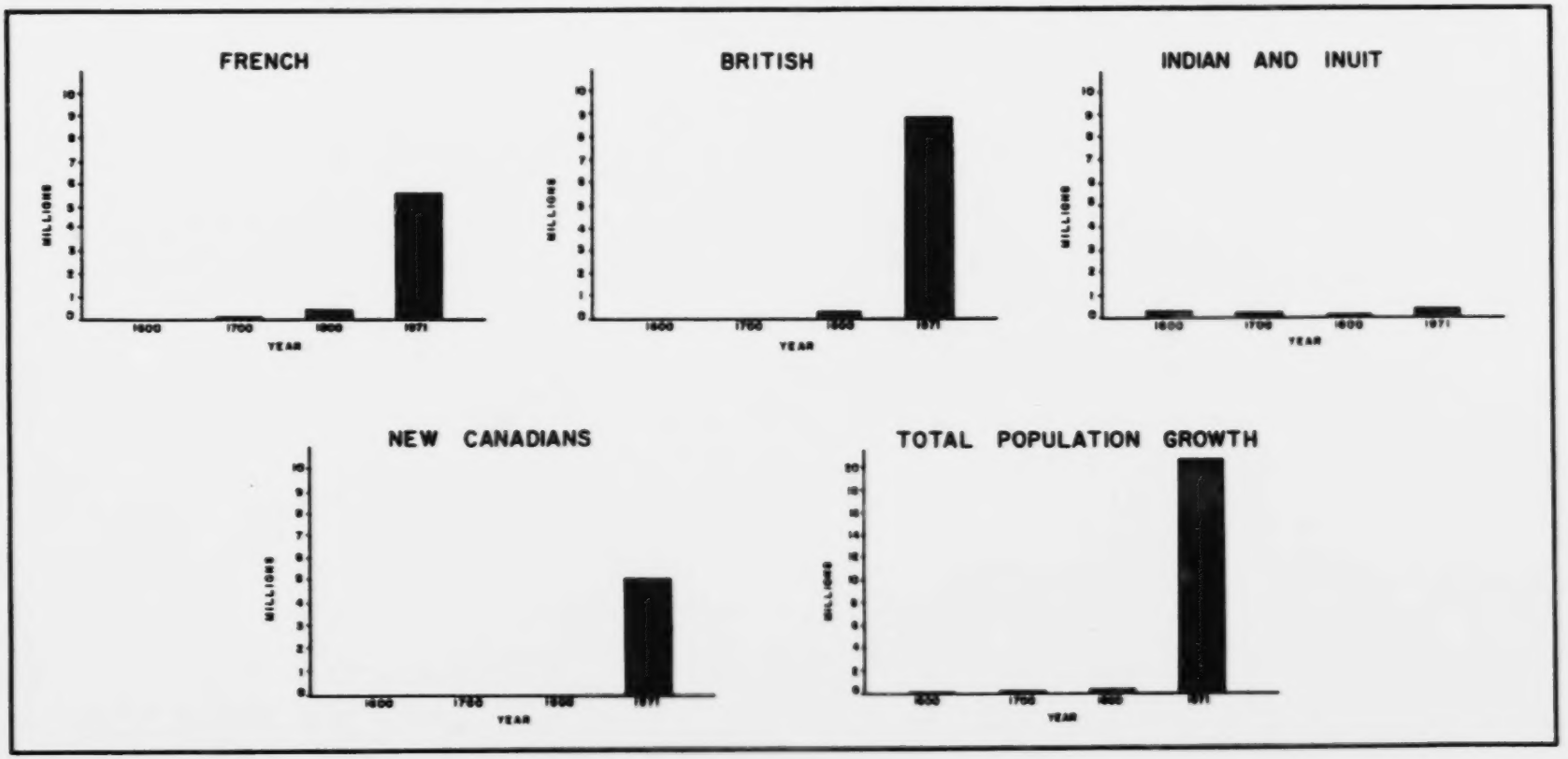

FIG. 3.3 Growth of the Canadian Population

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EARLY EXPLORERS OF NORTH AMERICA TO 1811

Below you will find a list of Europeans whose explorations of North America formed the basis of French and British claims to the continent. Using class resources, identify each explorer as either French or British.

	French	British
William Baffin		
John Cabot		
Jacques Cartier		
Samuel de Champlain		
John Davis		
Pierre de la Verendrye		
Martin Frobisher		
Sir Humphrey Gilbert		
Henry Hudson		
Père (Father) Marquette, S.J. and Louis Joliet		
Pierre Radisson		

FIG. 3.4 Early Explorers of North America to 1811

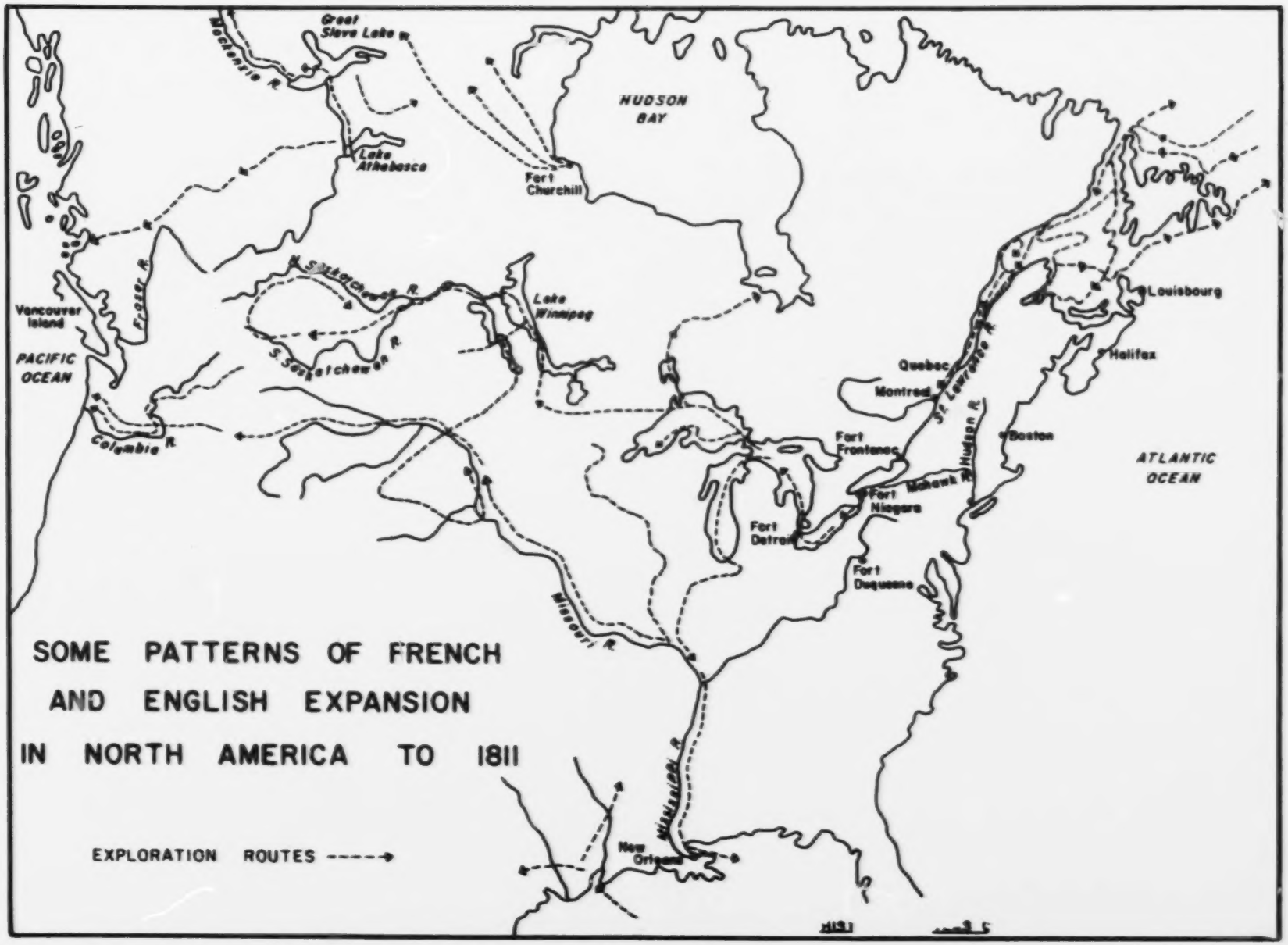

FIG. 3.5 Some Patterns of French and English Expansion in North America

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FUR TRADE TIME LINE

	15 00	Phase I - Fish & Furs: Europeans of many nations sought fish and furs.
Jacques Cartier made 3 voyages up the St. Lawrence River and traded with Indians.	1534- 1541	The fur trade was an offshoot of the cod fishing industry. Fish were seen as North America's major resource until the beaver pelt became fashionable in Europe.
		The Hurons and Algonquins, France's Indian allies, hunted and prepared furs in exchange for tools, trinkets, and weapons.
Fur-trading outpost established at mouth of the Saguenay River at Tadoussac.	15 90	
	16 00	ca. 1600 — As the fur trade grew, groups of French businessmen interested in a permanent fur trade got
Quebec was founded as New France's first permanent settlement.	16 08	their government to establish a colony in northern North America.
Montreal was founded by Sieur de Maisonneuve and became the center of France's fur trade.	16 42	Phase II — Period of Monopolies: In exchange for paying the cost of settling and administering New France, French kings granted monopolies to
The Iroquois (British allies) destroyed the Hurons (French allies) in a series of bloody wars.	1648-1649	private investors.
	16 70	Phase III — Royal Rule: The French government took over direct control of New France from the fur-trading and colonization companies.
	17 00	Charles II of England granted a fur-trading monopoly to the Hudson's Bay Company in direct competition with the French.
		The "coureurs de bois," the brave, independent, and adventuresome French fur trappers, replaced the Hurons as middlemen in the expanding fur trade.
		French trappers expanded the fur trade and French dominance in North America via the Great Lakes and the river systems in the Mississippi and the Ohio.
		France and Britain were engaged in a series of wars and fought for control of the rich North American fur trade. The struggle ended in 1763 when the British took complete control of New France.
	17 63	

FIG. 3.6 Fur Trade Time Line

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FIG. 3.7

NATURAL DISTRIBUTION OF THE NORTH AMERICAN BEAVER

THE GROWTH OF POPULATION IN THE THIRTEEN COLONIES AND NEW FRANCE

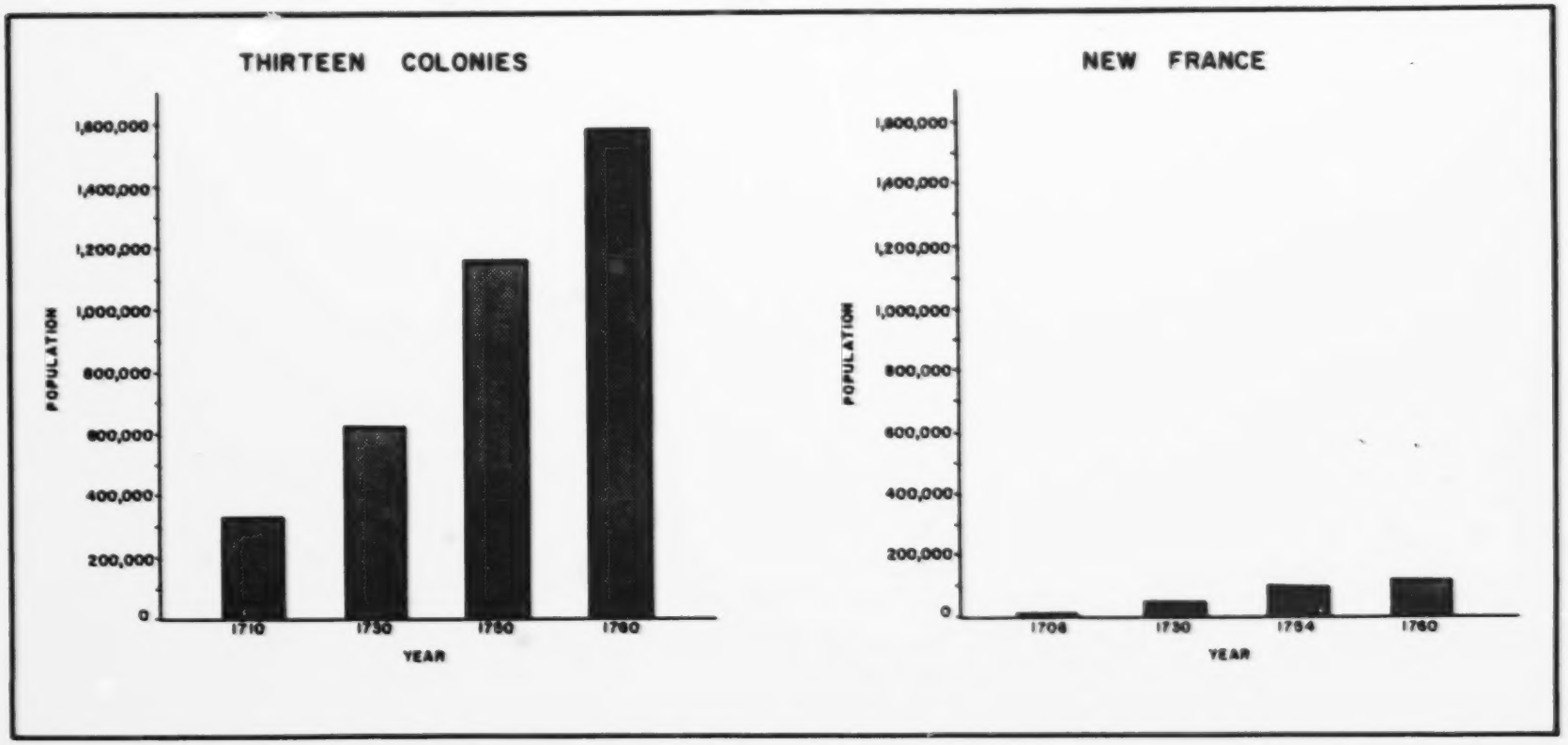

FIG. 3.8 The Growth of Population in the Thirteen Colonies and New France

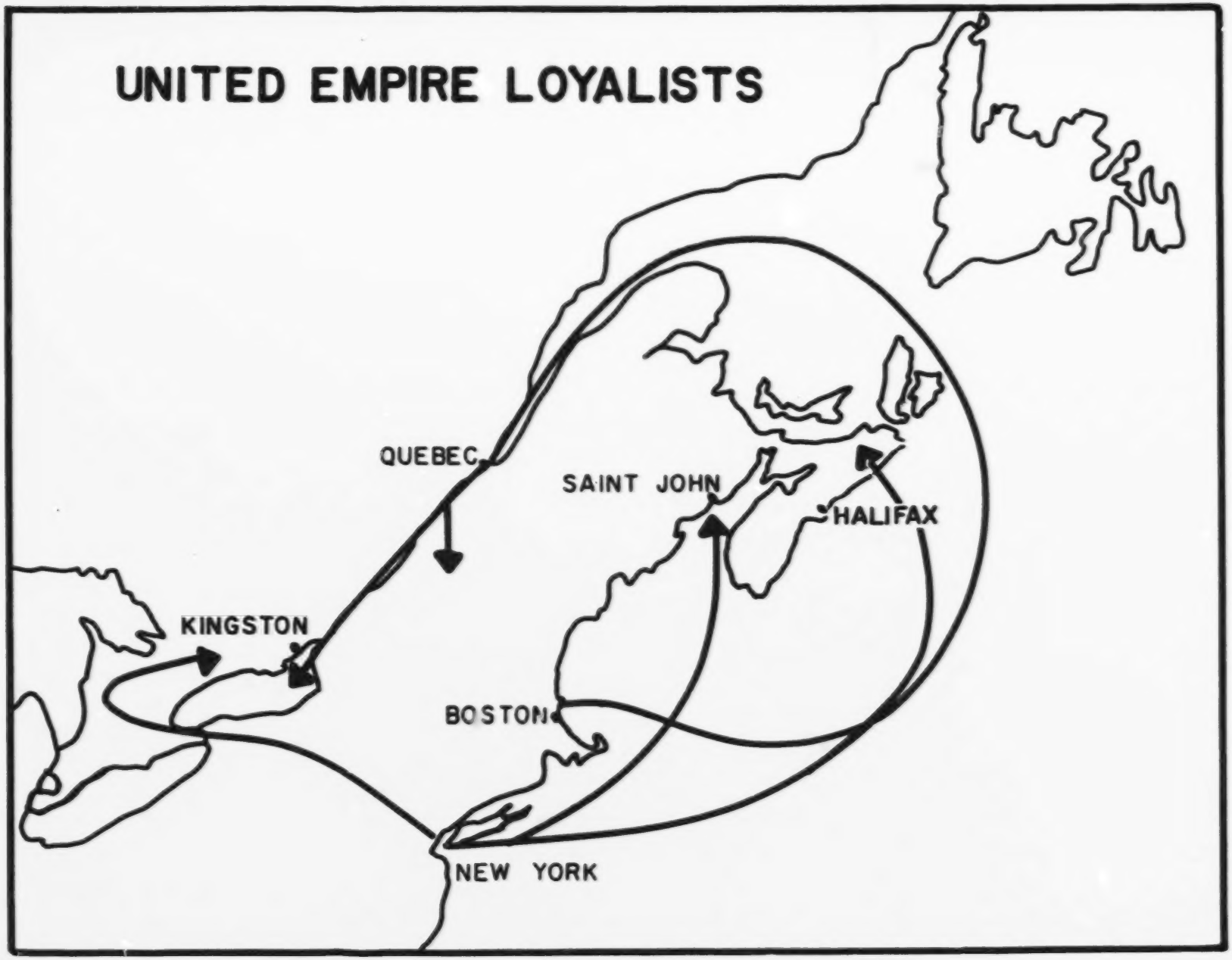

FIG. 3.9 United Empire Loyalists

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CARTOON: ETHNIC MAKEUP OF CANADA'S IMMIGRANTS AROUND 1900

29. "It is frequently asked across the Atlantic and over the boundary line, 'why is it necessary, or why is it wise for the government of a country as good as immigration agents claim Canada to be, to go to the trouble and expense of inducing people to go there? If the country is so good why do they not keep it to themselves?'

The reason is not far to seek. People are needed in Canada to develop the country. Dr. Drummond, one of the Canadian poets, writing in the dialect of the habitant, puts the idea in two lines:

'What use de million acre, what use de belle rivière
And ting lak dat, if you don't have nobody living dere?'"

The Canadian West, 1906.

FIG. 3.10 Cartoon: Ethnic Makeup of Canada's Immigrants Around 1900

ORIGIN OF IMMIGRANTS IN CANADA AFTER WORLD WAR II

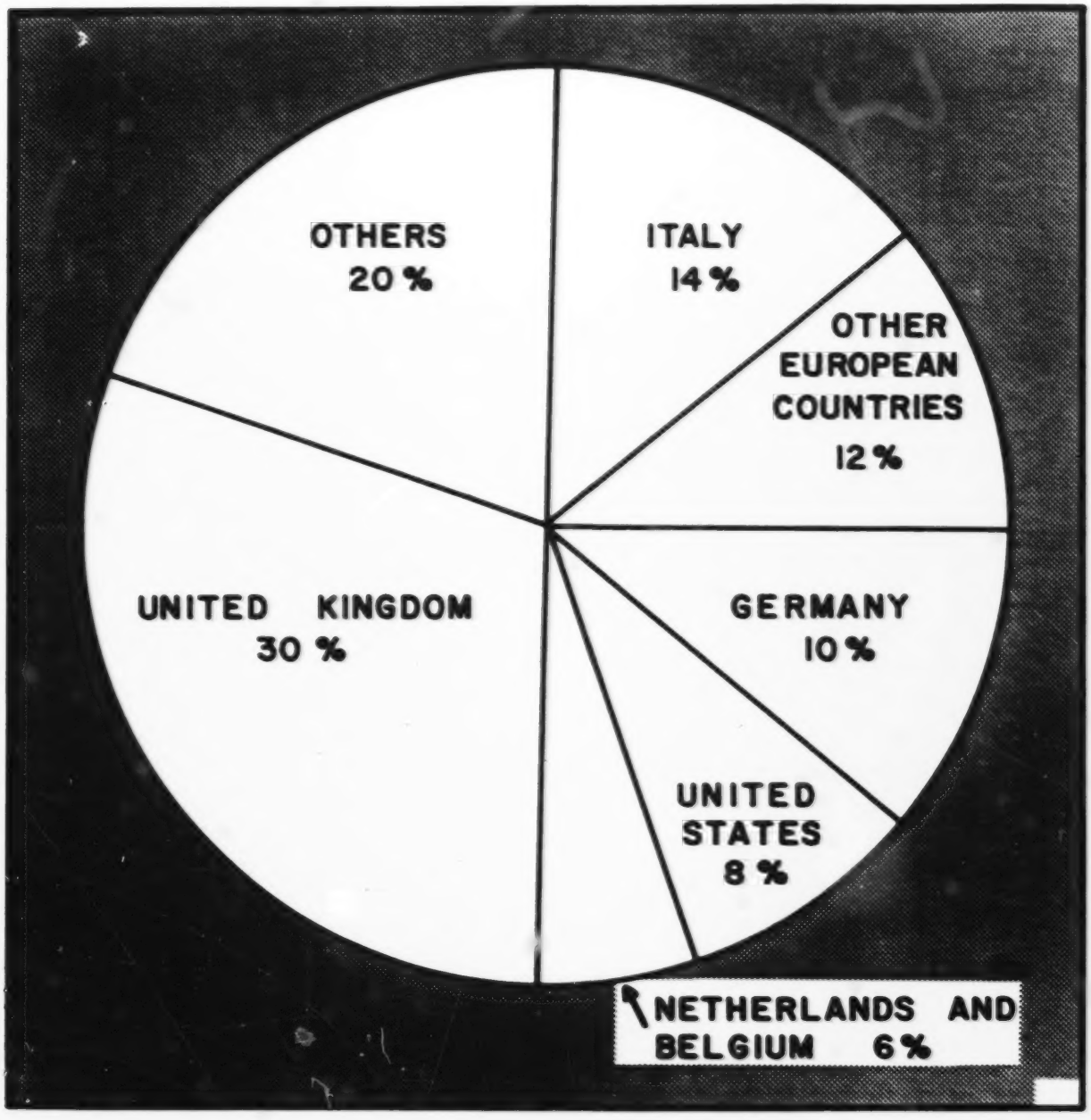

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FIG. 3.11 Origin of Immigrants in Canada After World War II

DESTINATION OF IMMIGRANTS IN CANADA AFTER WORLD WAR II

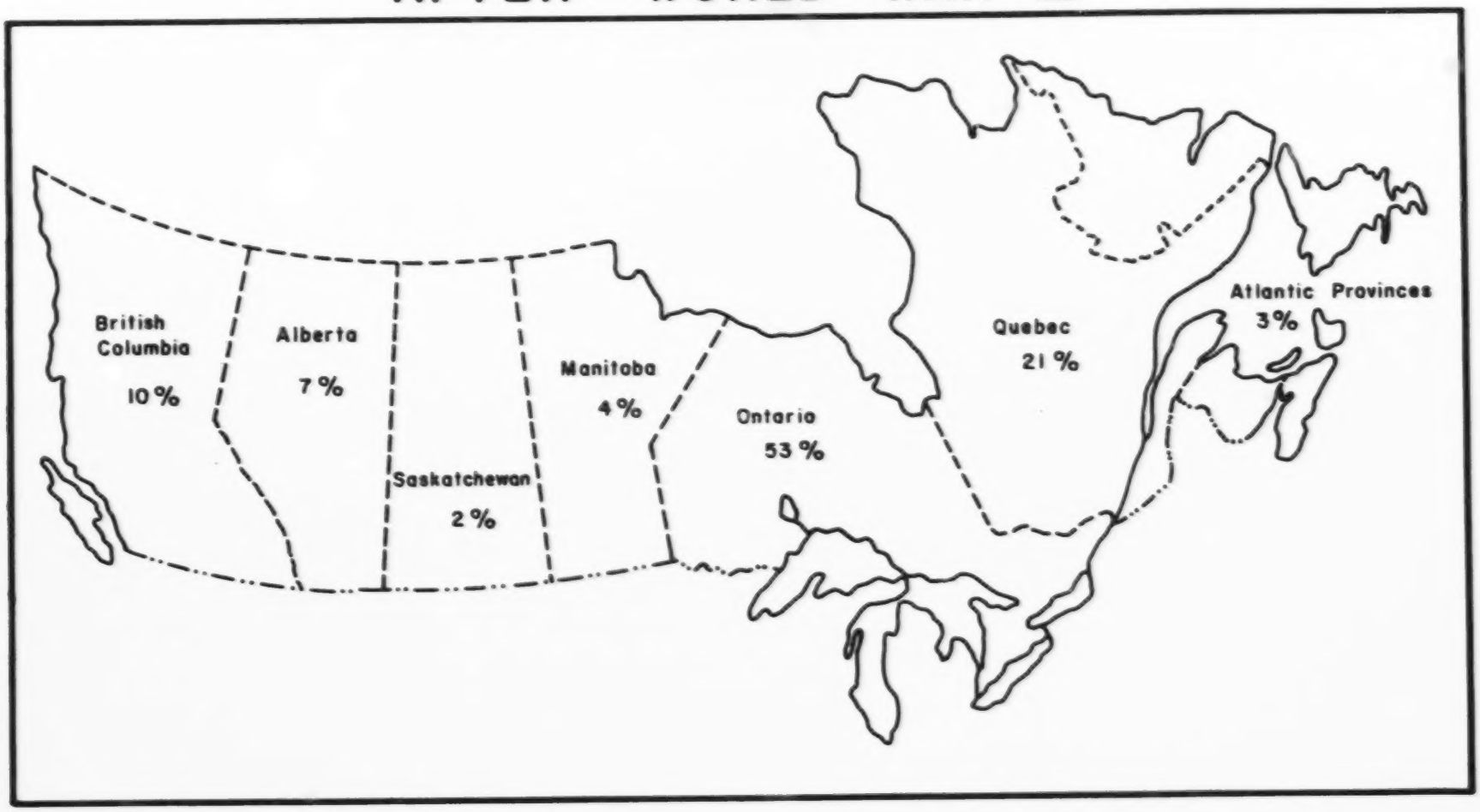


FIG. 3.12 Destination of Immigrants in Canada After World War II

ETHNIC DISTRIBUTION OF CANADA'S POPULATION IN 1971

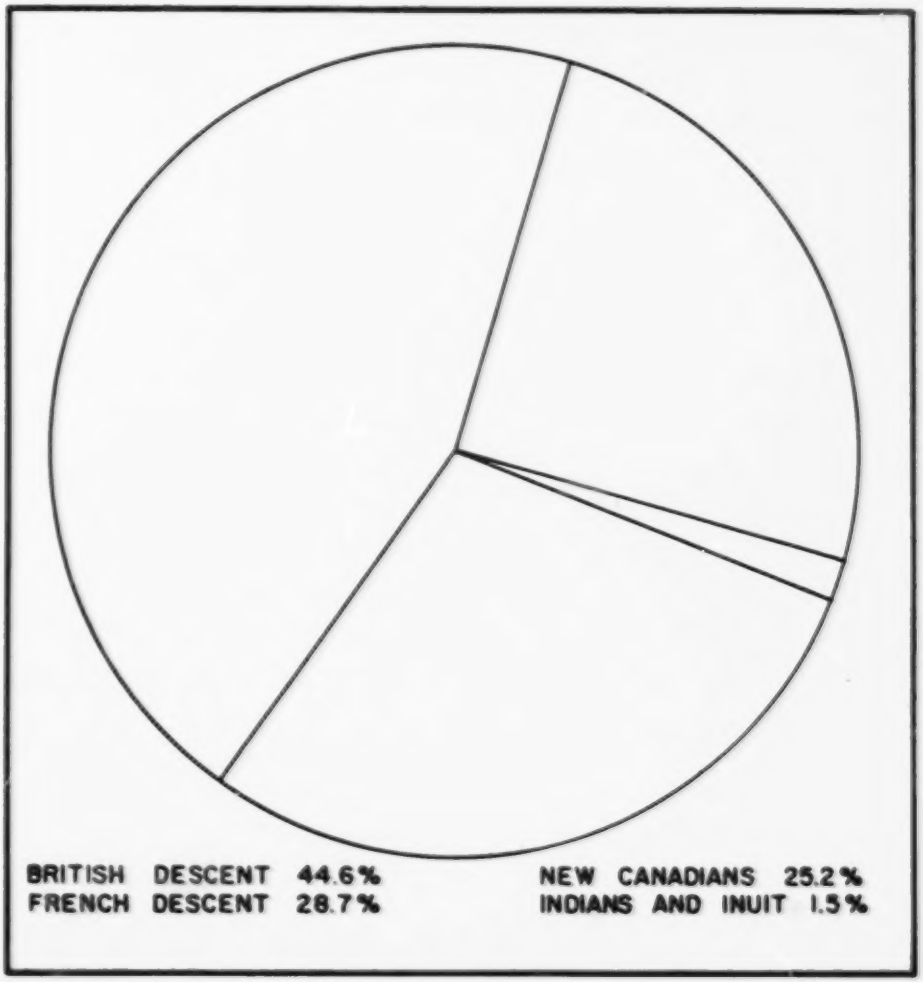


FIG. 3.13 Ethnic Distribution of Canada's Population in 1971

ETHNIC DISTRIBUTION OF CANADA'S POPULATION IN 1971

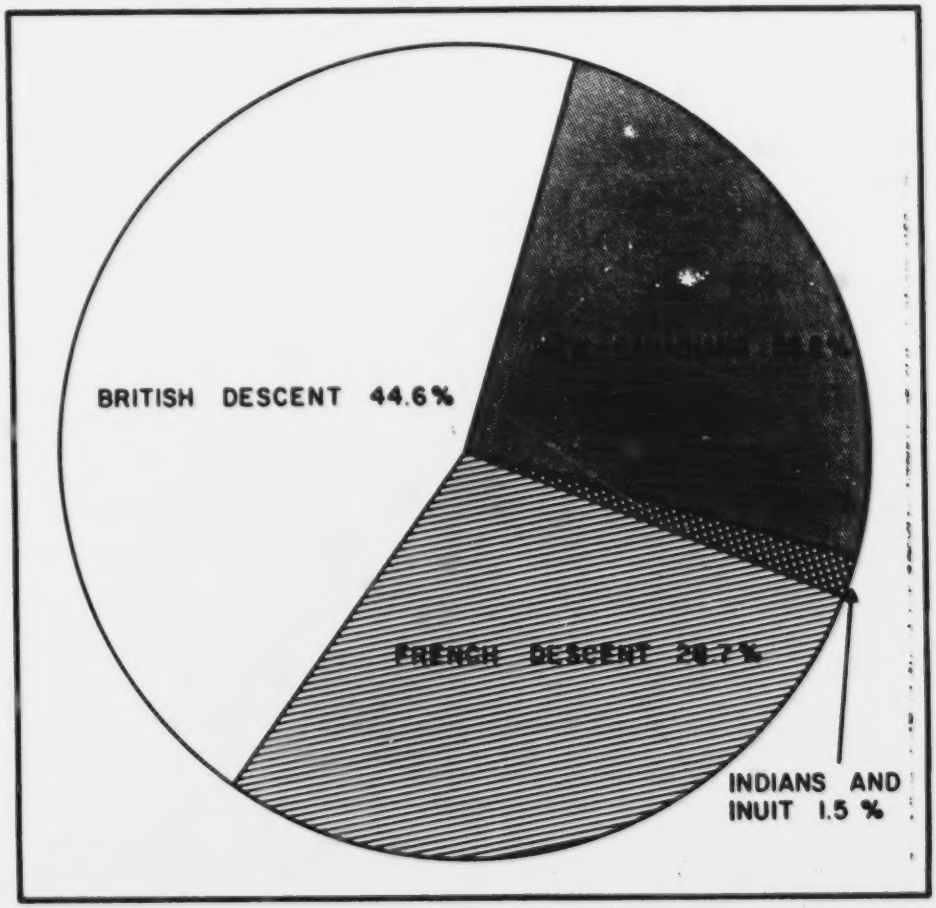


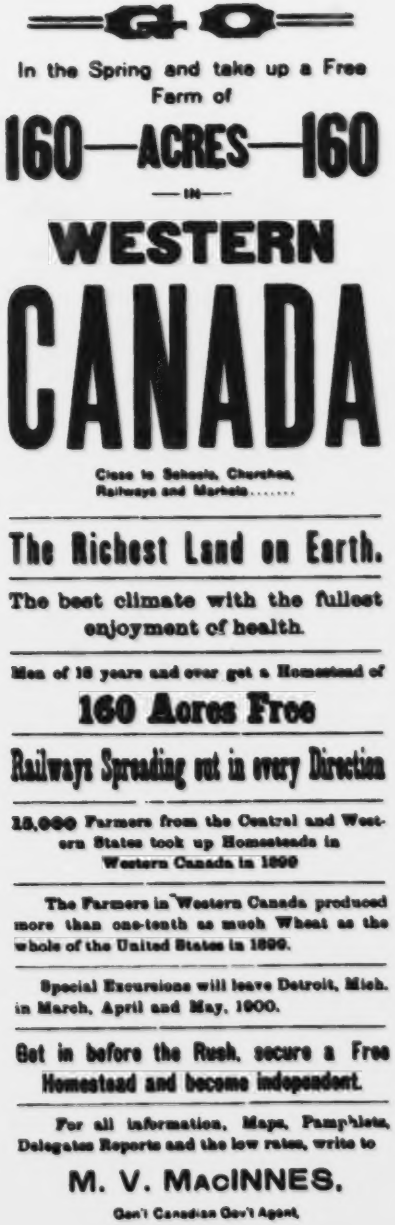
FIG. 3.14 Ethnic Distribution of Canada's Population in 1971 (Answer Sheet)

CANADA BECOMES AN INDEPENDENT COUNTRY STEP BY STEP

1839	The Durham Report recommended that Upper and Lower Canada (now Ontario and Quebec) be reunited to have a single legislature and that provincial and municipal governments be granted greater powers.
1841	The Act of Union united Upper and Lower Canada.
1867	The British North America Act (BNA Act) did not grant complete independence to Canada. It created a confederation of only four provinces: Ontario, Quebec, New Brunswick, and Nova Scotia. The Act was passed by a British, not a Canadian, Parliament.
1867-1948	The ten provinces and two territories become a part of the Canadian Confederation.
1931	With the signing of the Statute of Westminister on December 11, 1931, complete autonomy was given to the Dominion of Canada.
1949	The Supreme Court of Canada became the final court of appeal for Canada.

From this brief history of the steps toward Canadian independence, write a paragraph discussing how Canada's road to independence differed from that of the United States.

FIG. 3.15 Canada Becomes an Independent Country Step by Step


GO
In the Spring and take up a Free Farm of
160—ACRES—160
—IN—
WESTERN
CANADA
Close to Schools, Churches, Railways and Markets.....
The Richest Land on Earth.
The best climate with the fullest enjoyment of health.
Men of 18 years and over get a Homestead of
160 Acres Free
Railways Spreading out in every Direction
18,000 Farmers from the Central and Western States took up Homesteads in Western Canada in 1899
The Farmers in Western Canada produced more than one-tenth as much Wheat as the whole of the United States in 1899.
Special Excursions will leave Detroit, Mich. in March, April and May, 1900.
Get in before the Rush, secure a Free Homestead and become independent.
For all information, Maps, Pamphlets, Delegates Reports and the low rates, write to
M. V. MacINNES.
Gen'l Canadian Gov't Agent.

The Canadian government paid American railway booking agents a bonus of $3 for every male agricultural immigrant over 18, $2 for every female and $1 for each dependent child.

FIG. 3.18 Advertisement for Land in the Canadian West

2113 A

2113 B

The Beaver

The beaver lives in every province of Canada as well as in the western regions of the North West Territories. The beaver is physically well adapted to its environment. It uses its front paws to make its house and dam and its sturdy nails to dig in the earth. Its flat tail in the shape of a trowel and covered by something like leather shells and thick hair serves the beaver as a kind of rudder. The beaver has thick and blunt nails, and its paws are wide and useful for swimming. Its ears and small nostrils close up when it is in the water. The beaver's particular talent is its acute sense of smell, which gives it the chance to escape its enemies.

The beaver eats mostly bark and shoots. During the summer, it especially likes aquatic plants, herbs, reeds, and rushes. During the winter its food is stashed in its hole, which is usually in fairly deep waters.

Most of the beaver's huts are built on the bluff of rivers. A few, though, are dug in ponds or along the banks. The main level of the huts measures about 4.50 meters in diameter, 1.80 meters in height, and the inside compartments are 1.20 to 1.50 meters in diameter and 60 centimeters high. Beavers build their dams in streams and rivers to create a deep enough artificial lake to protect the interior from freezing and to allow room for storage of food for the winter. There have even been found some dams that were 5.40 meters high.

R. 3.1 The Beaver

SOURCE: Translated from Ralph R. Krueger and Raymond G. Corder, Nouvelle Geographic du Canada, HRW Ltee, Montreal, 1975. p. 191.

2H3C

The Colonists Take Sides

At the time of the American Revolution, the colony of New York was one of the most pro-Tory of the 13 colonies. New York supplied 23,000 soldiers to the British army. As the war continued, however, attitudes changed, partly due to colonial military successes after Saratoga and, partly due to looting and molestations which were tolerated by the British. In cities such as Albany, impromptu "courts" were held and people having pro-British sympathies were often tarred and feathered, had their land confiscated, were run out of town, or were even executed. As a result thousands of Tory New Yorkers fled to New York City, which was held by the British throughout the Revolution. From New York City these Tories fled to Britain and the British West Indies. Still other exiles fled to Nova Scotia, New Brunswick, the Eastern Townships of Quebec, and Southern Ontario. By 1810, 6,000 loyalists had settled in Quebec, 80,000 in Nova Scotia, and 20,000 in New Brunswick.

R. 3.2 The Colonists Take Sides

2H3D

Profile: Elizabeth Roblin—Loyalist or Traitor?

When the conflict between the Thirteen Colonies and Britain broke out in 1775, Elizabeth Roblin was a new bride, living with her husband, John, on his family farm in one of the rebelling colonies. The prosperous holding included a fine house, barns, several small outbuildings, and 300 acres of rich pastures, fields and woods.

The Roblins did not support the Revolution. They felt that any differences that they might have with Britain's George III should and could be resolved by peaceful, lawful means. They certainly did not share the opinion of many of their neighbors that war was the solution. Nobody asked their opinion, so when war broke out, they were caught in a very unhappy situation.

Several times during the conflict Elizabeth and her family were located by marauding soldiers seeking supplies and valuables. Horses were stolen and extra farm hands became impossible to find and hire. Things became so desperate that John and his 10-year-old brother, Stephen, along with Elizabeth, were forced to harvest unripe crops to meet their daily food needs.

One hot summer day as John plowed and Stephen hoed, a raiding party of six "Patriots" arrived at the farm demanding provisions. John protested that they no longer had any supplies, but the leader of the band refused to believe him. In order to change their minds, John was shot in the knee and Stephen was hung by his thumbs from a nearby tree. Then turning its attention to Elizabeth, the band drew blood from her neck by running a rifle bayonet across her throat. Elizabeth was desperately afraid, but she was also enraged. As a result, she coldly looked the leader of the band in the eye and said, "George is my King, and I am a loyal subject."

The group was taken aback by Elizabeth's bravery. The leader admired her courage. Realizing that there probably were no supplies, they left. Elizabeth quickly got a ladder from one of the barns and released Stephen. She then attended to her husband's wounds.

The next day, Elizabeth journeyed to General Washington's headquarters, where she complained to the General about what had happened to her and her family. Washington promised that the Roblins would not be troubled again, and they weren't. However, when the war ended, the family was forced to leave their home. They wondered what life would be like once they arrived in British North America (Canada).

Elizabeth and her family traveled slowly north on foot. The weary exiles crossed the St. Lawrence River and settled near Lake Ontario. Stephen recovered from his experiences, but John's knee was never the same. Elizabeth worked hard weaving cloth for all her neighbors, and with the money she saved, she bought 100 acres of new land. She personally cut down the trees she used to build the family log cabin. Their new home was located deep within what was then a wilderness.

Walking Across the Rockies in 1872

We halt very frequently for rest. Our advance is varied by ascending rocky slopes and slippery masses and again descending to a lower level. We wade through alder swamps and tread down skunk cabbage and the prickly aralias and so we continue until half past four when the tired-out men are unable to go further...We camp for the night on a high bank overlooking the Ille Celle Waet (the famous glacier)... Our advance on a direct line we estimate at four miles. Not much to show for a long and hard day's work.

R. 3.4 Walking Across the Rockies in 1872

SOURCE: Canada Today/D'Aujourd'hui, Vol. 6, No. 7, November 1975.

MODULE IV: THE SOCIAL PERSPECTIVE — CANADIANS TODAY

SOCIAL CONTENT UNDERSTANDING

1. Bilingualism in Canada is a reflection of the country's bicultural origins and heritage.

CONCEPTS

Identity
- as reflected in language

Culture
- awareness that different values contribute to the reasons for diversity

SKILLS/ATTITUDES

Getting Information
- locate information in print and nonprint sources

Using Information
- evaluate data
- draw inferences
- generalize from data

Presenting Information
- write in an expository way by writing a story which highlights problems experienced by language minorities

Self-Management
- increase the ability to accept diversity as natural and inevitable
- increase the ability to empathize
- decrease ethnocentric perceptions

TEACHER NOTES

+ The problem of language has been a source of continuing controversy throughout Canada's history. The Royal Commission on Bilingualism and Biculturalism was established in 1963 to investigate questions related to language and culture in Canada.

+ The Official Languages Act of 1969 states that "the English and French languages are the official languages of Canada."

+ Law 101 of Quebec, passed by the Quebec Legislature in 1977, makes French the only official language of the Province of Quebec.

+ Quebec is not the only place in Canada where language is a matter of controversy. Significant French minorities are also found in Ontario, New Brunswick and Manitoba.

+ In 1981, the Province of Manitoba officially became bilingual. De facto bilingualism also exists in New Brunswick. While many services are available in French and English in sections of the province, Ontario has not officially become bilingual.

FOCUS QUESTIONS

- *Although Canada is officially bilingual, are most Canadians bilingual?*

- *If you were a "New Canadian" who spoke neither English nor French, which language would you choose to learn? Why? Would the place you chose to settle in Canada influence which one of the official languages you would learn?*

- *Why didn't Canada officially become a bilingual nation in 1867 when the British North America Act (BNA Act) established the nation? (See R.5.2 of Module V.)*

- *What languages do Inuit (Eskimos) and Indians speak? (NOTE: The word Inuit is both singular and plural.)*

ACTIVITIES

-

  One of the more obvious differences between the United States and Canada is the fact that Canada is officially a bilingual country.

  Have students examine Figs. 4.1-4.3 and answer the following:

  - **Why wouldn't these graphics apply to the United States?**

  - **What makes these official documents and pictures different from their United States counterparts?**

-

  Since 1964, "O Canada" has been the national anthem of Canada. Play "O Canada" for the students and have them sing it in both French and English (see Fig. 4.4).

An excellent recording of "O Canada" can be obtained from the Crane School of Music at SUNY Potsdam, Potsdam, NY 13676.

Discussion Questions:

- **Why does Canada have a national anthem that is sung in both French and English?**

- **Does the French version say the same thing as the English?**

- **What does the anthem say about Canada?**

- **According to the song, what feelings do Canadians have regarding Canada?**

- **Have students compare the Canadian national anthem with the United States anthem. Ask them to answer the following:**

  - **Do the anthems say similar things about the two countries?**

  - **How do they differ?**

- **Have students examine Fig. 4.5 and answer the following:**

  - **Where do most French-speaking Canadians live? Why?**

  - **What other areas have large French-speaking minorities? Why?**

  - **Is there any part of Quebec that has an English-speaking majority?**

  - **Based upon the information given in this map, have the English-and French-speaking communities generally remained separate or have they mixed? Explain.**

- **In both Canada and the United States, society has become more mobile. In Canada, this mobility poses great challenges for the average family. Have students imagine that they are a part of a French Canadian family that moves from Montreal* to:**

***The reverse situation in which an English-speaking child enters a French community is equally real, and due to recent changes in language and education laws in Quebec, is often more difficult.**

A. Vancouver, British Columbia.

Could they:

- Go to a French school? (yes)
- Listen to French radio or watch French TV? (yes)
- Why would all these public services be available in French in Vancouver?

B. Flin Flon, Manitoba

Could they:

- Go to a French school? (no)
- Listen to French radio? (no)
- Read a local French newspaper? (no)
- Watch French TV? (yes)
- Why would most of these services not be available in French in Flin Flon? (Remote area in English Canada where the government has found it impractical to promote its official policy of bilingualism and/or where a French minority does not exist.) Have students find Flin Flon on a map and then refer to Fig. 4.5.

- Have the class develop a short story or play describing the problems a French person might meet during an ordinary day in his or her new home in an English neighborhood?

  - If the French child got lost in the English area, how would he/she find the way home?

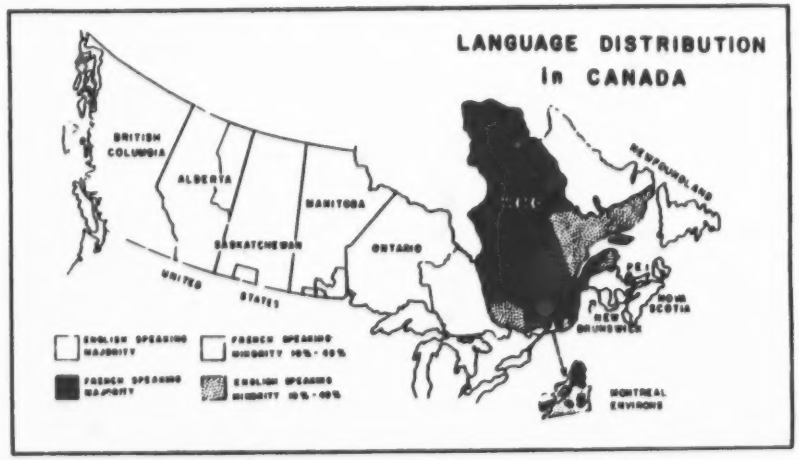
  - Would he/she play the same games as the English-speaking children?

  - Could he/she go to the store?

- Have students imagine that they are members of a baseball team in which three players speak no English and six speak no French. Ask:

  - How will the players learn to cooperate?

  - What might the consequences of such an arrangement be?



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SOCIAL CONTENT UNDERSTANDING

2. Because a different language and cultural predominate in Quebec, some Canadians and "Quebecois" question what Quebec's relationship to the rest of Canada ought to be.

CONCEPTS

Change
- awareness of the diversity of a nation

Culture
- as shared by different people

SKILLS/ATTITUDES

Self-Management
- increase the ability to empathize
- develop constructive attitudes toward change

Using Information
- scrutinize possible consequences of alternative courses of action by evaluating them in light of basic values, list arguments for and against such proposals and selecting courses of action most likely to achieve goals.

TEACHER NOTES

+ The Province of Quebec is more urban that the rest of Canada.

+ 26% of all Canadians live in Quebec.

+ Quebec is Canada's largest province.

+ More than 80% of the people living in Quebec are of French origin, 13% British, and 2% Italian.

+ The principle industries of Quebec are light manufacturing (especially textiles and shoes), agriculture, pulp and paper production, mining, meat processing and petroleum refining.

+ Opinion polls have indicated consistently over the past 10 years that a large majority of Quebecers, both English-and French-speaking, are opposed to the independence of Quebec. In 1980, a referendum was held in Quebec on Sovereignty-Association (a quasi-independence arrangement) and a large majority of the people voted no. Nevertheless, there has always been a minority in Quebec (about 20%) who have advocated some form of political independence for the province.

  A 23-minute, 16mm sound film in either black and white or color entitled "Canada-Unity or Disunity?" is available. The film investigates separatism and the challenge it poses to Canadian federalism. The film was made by the National Broadcasting Company and is distributed by Encyclopedia Britannica Films, Inc. A guide for teachers is available.

+ In 1976, the Parti Quebecois was elected to govern the Province of Quebec (and reelected in 1981). While part of their political platform has traditionally been independence for Quebec, they won the elections with the promise to down-play this philosophy while emphasizing "good government." They have kept this promise,but have been very nationalistic.

+ Significant strides have been made during the past 10 years to equalize opportunities for Francophone

and Anglophone Canadians. The French media is available in all major areas of the country, French schooling has been expanding outside Quebec and more French Canadians than ever before are assuming responsible positions in the business world. In part, this is a reflection of Prime Minister Trudeau's bilingualism policy and also a much more positive and aggressive nature of the people of Quebec toward business and commerce activities previously of interest primarily to the English community.

FOCUS QUESTIONS

- *What would happen if Quebec became a separate country?*
- *If you were a French Canadian, how would your family feel about separating from Canada?*
- *Do all French Canadians support a separate Quebec?*
- *How do English Canadians feel about separatism?*

ACTIVITIES

-

  Have students imagine that they are French-speaking Canadians. Describe the following situations to students and then have them describe how they would feel — sad or mad or glad?

  - English-speaking Canadians tend to earn more money than French-speaking Canadians.
  - English-speaking Canadians tend to obtain more education than French-speaking Canadians.
  - Except for Quebec and parts of New Brunswick, French-speaking Canadians are a minority of the population.
  - Many large companies, even in Quebec, are owned by non-Francophones and therefore many promotions tend to go to English-speaking Canadians.
  - Most French-speaking Canadians, especially those outside Quebec, who wish advancement must learn English.
  - French radio and television, schools, and other services are not always readily available outside of Quebec.

- Political boundaries are devised by people. Have students imagine what the map of Canada would look like if Quebec became independent. Have students take an outline map of Canada and remove Quebec. Ask:

  - What problems would the removal of Quebec pose for the rest of Canada? Have students list problems.
  - What would happen to the Atlantic Provinces?

- Using the information given in Fig. 4.5, have students draw boundaries which they feel would be fair to a French-speaking Canada if language were the major consideration in drawing political boundaries.

  Discuss the following questions regarding student maps:

  - Would everyone be happy with these borders?
  - Who would be unhappy?
  - How are borders decided?
  - If Quebec became independent, what would be its relationship to the rest of Canada? To the United States?

- Nobody really knows what would result if Quebec were to become independent. Would it maintain the same relationship with the United States as Canada does now? Would it become independent, but maintain special ties with Canada?

Have students propose the possible effects if Quebec were to become independent. List these suggestions on the chalkboard.

Discussion questions:

- What would happen in the United States if Texas wished to become independent?

- Why do you think approximately 20% of the Quebec population supports independence for the province?

After students have made their initial proposals, have them identify the three most likely results of an independent Quebec.

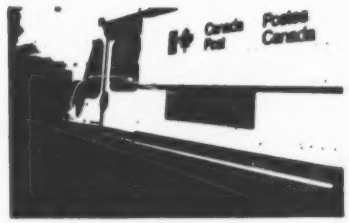
There are many compelling reasons why Quebecers wish to remain part of Canada. These include historical tradition, economic (many Quebecers work for the federal government, a larger entity is more efficient and has bigger markets than a smaller one, etc.), emotional (many Quebecers feel that the Yukon is theirs as much as Westerners, etc.). Studies have shown that there would be a significant drop in the standard of living of the average Quebecer if it became independent.

- Have the students now discuss the advantages for Quebec if it were to remain part of the Canadian Confederation.

- Can a minority group feel comfortable in a democratic country? Are there parallels to the Canadian situation in the United States?

- What can we learn from the fact that Pierre Trudeau, a native Quebecer, is Prime Minister of Canada?

- Is Canada the only country in the world today where minorities are concerned about rights? Discuss.



SOCIAL CONTENT UNDERSTANDING

3. While Canadians and Americans have much in common, there are also important distinctions between the two countries and peoples.

CONCEPTS

Identity
- as related to national values and beliefs

SKILLS/ATTITUDES

Self-Management
- decrease stereotypical perceptions

Using Information
- generalize from data by applying previously learned concepts and generalizations to the data or situation

Presenting Information
- write in an expository way by forming generalizations based on appropriate data

TEACHER NOTES

+ Both Canada and the United States are major manufacturing nations.

+ Citizens of both countries enjoy one of the highest standards of living in the world.

+ Both countries were once a part of the British Empire.

+ Canada is a member of the Commonwealth of Nations (formally the British Commonwealth of Nations).

+ Both Canada and the United States are democracies.

+ The United States won its independence from Britain by revolution; Canada by evolution.

+ Canada recognized Cuba and China at a time when the United States did not.

+ Canada is the second largest country in the world.

+ In terms of population, the United States is ten times larger than Canada.

+ The Canadian football field is wider and longer than its American counterpart and there are significant differences in rules (e.g., 3 downs vs. 4, the "rouge", backfield in motion, 12 players vs. 11, etc.).

FOCUS QUESTIONS

- *Do you think Canadians and Americans are similar? dissimilar?*

- *Why do you think it is important to get to know and understand one another?*

- *What is it like to have as your only land neighbor one of the most powerful nations in the world?*

ACTIVITIES

• The peoples of Canada and the United States are close neighbors, yet they frequently think of each other in terms of stereotypes. Give the class the following definition of a stereotype: " an

oversimplified or exaggerated concept, opinion, or belief which sees an entire group as being exactly alike with no individual differences" (e.g., cowboys and Indians).

Discussion Questions:

- What are some stereotypes of Americans?
- What are some American stereotypes of Canadians? (Mounties, hockey players, woodsmen, Nelson Eddy)
- How do you think stereotypes develop?
- Are Canadians also Americans?

-
For many Americans, Canada (English Canada?) has no clear identity on a political and cultural level. Have students examine the statements in Fig. 4.6 which apply (1) only to Canada, (2) only to the United States, or (3) to both Canada and the United States. Students should read each statement and place a "C" to the left of the statement if they feel it applies only to Canada, an "A" to those statements that apply solely to the United States and a "C" and "A" to those statements that apply equally to both nations. Speculate upon the implications of the similarities and also the distinctions.

-
After the class has completed the above exercise and has discussed its designations, have students write a brief description of what a Canadian means to them.

- It has been said that "Canada is an American colony." Read this statement to the class and have them suggest what was meant by the statement.
  - What is a colony?
  - When Americans visit Canada, do they feel that they are truly visiting a foreign country?
  - Would Americans feel differently about Mexico? Why?
  - Why might some Canadians feel that they are a colony of the United States?
  - Do you personally agree or disagree with the statement?

- On November 4, 1979, when the American Embassy in Tehran, Iran, was taken over, six American diplomats were quietly able to elude capture. Individually, over the next several days, they made their separate ways to the Canadian Embassy where they were hidden — at great personal and political risk to the several Canadians involved — for the next 11 weeks. At the end of this period, false Canadian passports were prepared for the Americans and, using the confusion surrounding the Iranian presidential election campaign and considerable daring and cunning, the six were secretly escorted out of Iran. Immediately thereafter, Ambassador Taylor closed the Embassy and he and his staff left Iran to avoid possible recriminations.

  Explain the background of events to the students and then have them examine Fig. 4.7 and R.4.1-R.4.3.

  Discussion Questions:

  - Why did the Canadians hide the American diplomats?
  - What risks did they take by doing so?
  - What did the Canadian and American people think of the "Canadian Caper?"

- What do you think it shows regarding the Canadian/United States relationship? Canadian/ United States values and ideals?

- Do you think Canadian Ambassador Ken Taylor was a hero? Why? Why not?

SOCIAL CONTENT UNDERSTANDING

4. Cultural and recreational activities in Canada are a reflection of the people's values, beliefs, heritage, and the physical environment in which they live.

CONCEPTS

Culture
- as related to folkways, traditions, customs, and their effects on people's uses of leisure time

SKILLS/ATTITUDES

Getting Information
- locate information in musical sources
- identify a variety of sources of information for a report

Using Information
- draw inferences from data
- generalize from data by applying previously learned concepts

Presenting Information
- speak in an effective way
- use visuals for communicating ideas

Self-Management
- increase the ability to empathize

TEACHER NOTES

+ A turning point in the maturity and individuality of Canadian art occurred at the turn of the last century when a group of painters formed an alliance. Their works, especially of the rural and natural landscapes of Central Canada, created a distinctive Canadian art. They are referred to as the "Group of Seven."

+ The original "Group of Seven" included: F. H. Varley, A. Y. Jackson, Lawren Harris, F. H. Johnston, Arthur Lismer, J. E. H. MacDonald, and Frank Carmichael. Working with this group during the early years was the extremely talented Tom Thomson who met a tragic accidental death in the Canadian wilderness while on a painting expedition. For a complete examination of the "Group of Seven," see The Group of Seven and Tom Thomson, Kleinburg, Ontario: The McMichael Canadian Collection, 1978.

+ Many of Canada's folksongs and poems reflect the arduous life in Canada's north and the vast expanses of forest and lakes.

+ The Canadian Film Development Corporation subsidizes films by independent producers.

+ Canadian ballet companies and orchestras have won international recognition.

+ The National Film Board (NFB) produces numerous documentaries and public affairs programs, most of which utilize Canadian talent and technology. Some are very controversial; e.g., the recent (1982) documentaries on nuclear war and acid rain.

+ Basketball was invented by a Canadian, Dr. James Naismith, in 1892.

+ Lacrosse was played by the Indians and adopted by the French.

+ Curling was introduced to Canada in the late 18th century by Scottish officers in the British Army stationed in Canada.

FOCUS QUESTIONS

- *What do you think you could learn about Canadians if you listened to their songs, saw their art and read their literature?*

- *Why do many Americans associate hockey and skiing with Canada?*

- *What influence has Canada's climate had upon the sports which are popular in Canada?*

- *In what ways do Canadian sports reflect Canada's cultural mosaic?*

ACTIVITIES

-

The folk songs in R.4.4 and R.4.5 are from J. Murray Gobbon's Canadian Folk Songs. Some date back before the French arrival in Canada. Play the French-Canadian folk songs, R.4.4 and 4.5, for the students. Perhaps the students would enjoy singing them in French and English. After singing or reading the lyrics, ask:

  - What songs do you know that reflect American life?

  - What do these songs tell you of pioneer life? Life in the woods? The Canadian winter?

  - What do you think the people who sang these songs were like?

- There are a number of good anthologies of Canadian folk songs including recordings. You may wish to substitute one of the following for the ones above.

  - CASS-BEGGS, Barbara. Canadian Folk Songs for the Young. Vancouver: J.J. Douglas Ltd., 1975.

  - FOWKE, Edith. Sally Go Round the Sun. Toronto: McClelland and Stewart, 1978. A record can also be purchased with this book.

  - FOWKE, Edith and Johnston, Richard. Chansons de Quebec/Folk Songs of Quebec. Waterloo, Ontario, 1957.

  - FOWKE, Eith and Johnston, Richard. Folk Songs of Canada. Waterloo, Ontario: Waterloo Music Company Ltd. 1954. A record album is available.

-

Another way to introduce students to the rich and varied texture of Canada's cultural life is to have students experience Canadian literature. Students can read Canadian short stories and discuss what these stories say about Canadian life. Or, teachers can read stories to students and have students then discuss what the stories tell them about Canada. Several anthologies are available:

  - Ginn and Company, 3771 Victoria Park Avenue, Scarborough, Ontario M1W 2P9 Phone: 1-416-497-4600. Ask for materials suitable for your grade level.

  - Lunn, Janet. Larger Than Life: True Stories of Canadian Heroes. Toronto, Ontario: Press Porceptic Ltd., 1979.

  - McFarlane, Leslie. Checkmates. Toronto: Methuen, 1976. This is a series of sports mysteries set in Canada.

  - McInnes, John and Hearn, Emily. Sleeping Bags and Flying Machines. Don Mills, Ontario: Thomas Nelson & Sons, 1973. This is an anthology of stories for Canadian students.

- Rubie, Mary and Stow, Glenys. Kanata: An Anthology of Canadian Children's Literature. Toronto: Methuen, 1976. A Teacher's Resource Guide and Student Worksheets are also available.

- The Canadian Book Information Centre, 70 the Esplanade, 3rd fl., Toronto, Ontario M5E 1A6. Phone: 1-416-362-6555. Membership includes displays, book loans, permanent library exhibits, publications, and other promotional services.

- Whitaker, Muriel, ed. Great Canadian Animal Stories. Edmonton: Hurtig Publishers, 1978.

- We also suggest that teachers read Canadian stories to their students. One which we recommend is Joyce Barkhouse's delightful story of George Dawson's life. Dawson became very successful and famous and travelled all over Canada, in spite of a debilitating physical affliction. In addition to learning about Canada, students will better understand courage and determination. Joyce Barkhouse, George Dawson, The Little Giant. Toronto: Clark Irwin & Co., 1974.

- Have students propose a list of sports which they associate with Canada. This list might include such sports as curling, cricket, lacrosse, baseball, hockey, football, basketball, and soccer, in addition to seasonal sports. Have students identify the season for each sport. Ask:

  - Are Canadians best known for their winter sports? Why?

- Have students try to identify the origin of each sport.

  Discussion Questions:

  - Did Canadians develop the sport, or was it introduced to Canada from abroad?

  - Why is the game played in Canada?

  - How was it introduced to Canadians?

- Fig. 4.8 is a page from material published by the Commissioner of Official Languages for Canadian students. Have the students follow the directions, and answer the following questions:

  - Which sports are featured? Why?

  - Which sports were introduced to Canada by the French? The English? Unsure? Why?

-

  Canada is renowned for its noncompetitive outdoor sports such as fishing, hunting, boating, and hiking. These sports attract Canadians and non-Canadians to Canada's wilderness. Using the travel materials the students collected, have students design a collage featuring Canada's sports which reflect the country's great beauty, majesty, and vitality.

-

  Children's games are a significant reflection of a country's culture. Have students read R.4.6 or examine a book such as Sally Go Round the Sun, by Edith Fowke, which explores children's games.

  Have students try some of the games described. Ask:

  - Have you ever played games like these?

  - How are they like games you have played? How are they different?

- Using the 15 words in the right hand margin of Fig. 4.9, have students complete the Hockey Word Search. (Answers in Fig. 4.10.)

During 1980 and 1981, Terry Fox, a courageous young Canadian, touched the hearts and spirits of the whole country, and indeed the world. His tragic story is an inspiration and a model to everyone, but especially to handicapped people. Dying of cancer, he nevertheless undertook the seemingly impossible task of running from one end of Canada to the other — on an artificial leg — his "Marathon of Hope." In so doing he raised over 20 million dollars for cancer research. He was awarded Canada's highest civilian award, the Order of Canada. Have students read and discuss R.4.7-R.4.8.

- What do the readings say about courage and determination?

- What did Terry Fox's Marathon of Hope achieve?

- Terry Fox did not achieve all his goals, yet he did his very best. Do you think he is a hero?

Many articles and tributes have been written about Terry Fox, especially in Macleans, Canada's weekly news magazine. See: "The Agony and the Ecstasy of Terry Fox," Macleans, September 15, 1980, pp. 26-28.

Public and national holidays also reflect a nation's values and beliefs. Have students examine Fig. 4.11 and consider the following questions:

- Which holidays are the same in Canada and the United States?

- Which holidays are uniquely Canadian?

- Which holidays are similar to those celebrated in the United States but celebrated at a different time?

- Divide the class into small groups to develop oral reports on Canadian holidays.

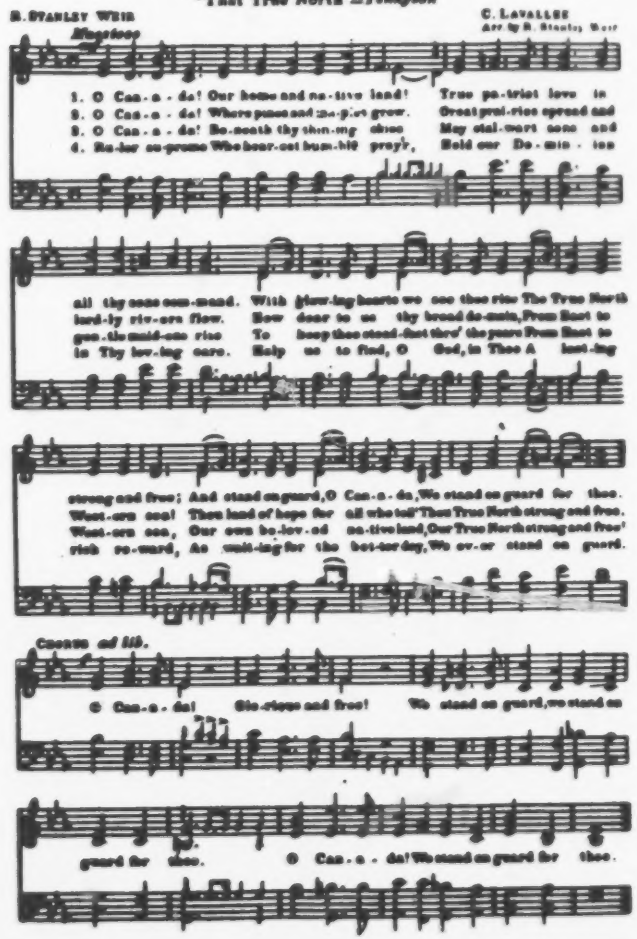
- Students may also enjoy reading selections from Christmas in Canada by Mary Barber and Flora McPherson, Toronto: J. M. Dent & Sons Ltd., 1959.

O CANADA!

"That True North"—*Ferguson*

R. STANLEY WEIR

C. LAVALLÉE


1. O Can-a-da! Our home and na-tive land! True pa-triot love in
2. O Can-a-da! Where pines and ma-ple grow. Great prai-ries spread and
3. O Can-a-da! Be-neath thy shin-ing skies May stal-wart sons and
4. Ra-lly us-gruns Who bear-est burn-ing prayr, Hold our De-mo-cra-cy
all thy sons com-mand. With glow-ing hearts we see thee rise The True North
lord-ly riv-ers flow. How dear to us thy broad do-main, From East to
gen-tle maid-ens rise To keep thee stead-fast thro' the years From East to
in Thy lov-ing care. Help us to find, O God, in Thee A last-ing
strong and free; And stand on guard, O Can-a-da, We stand on guard for thee.
West-ern sea! Thou land of hope for all who toil! Thou True North strong and free.
West-ern sea, Our own be-lov-ed na-tive land, Our True North strong and free!
rich re-ward, As wait-ing for the best to day, We ev-er stand on guard.
Chorus ad lib.
O Can-a-da! Glo-rious and free! We stand on guard, we stand on
guard for thee. O Can-a-da! We stand on guard for thee.

Gregory, Ruty W., Special Days, Secaucus, NJ: Citadel Press, 1974.

Harper, J. Russell, Painting in Canada, Toronto: University of Toronto Press, 1966.

Kilbourn, Elizabeth, Great Canadian Painting: A Century of Art, The Canadian Centennial Library, Toronto: McClelland & Stewart, Limited, 1966.

Lieberson, Stanley, Language and Ethnic Relations in Canada/Langues et Relations Ethniques au Canada, New York: John Wiley and Sons, Inc., 1970.

Migus, Paul M., ed. Sounds Canadian: Languages and Cultures in Multi-Ethnic Society, Peter Martin Associates, 1975.

Tyrchniewicz, Peggy, Ethnic Folk Costumes in Canada, Winnipeg, Manitoba: Hyperion Press, Limited, 1972.

Webster, Judith, ed. Voices of Canada: An Introduction to Canadian Culture, Washington, DC: Association for Canadian Studies in the U.S., 1977.

Wise, S. and Fisher, Douglas, Canada's Sporting Heroes: Their Lives and Times, Don Mills, Ontario: Canada's Sporting Hall of Fame, General Publishing Company, Limited, 1974.

FIG. 4.1 Canada Post

FIG. 4.2
Cartoon: Bilingualism issue in Quebec

Cover of Government Publication

The Constitutional Amendment Bill, 1978

Explanatory Document

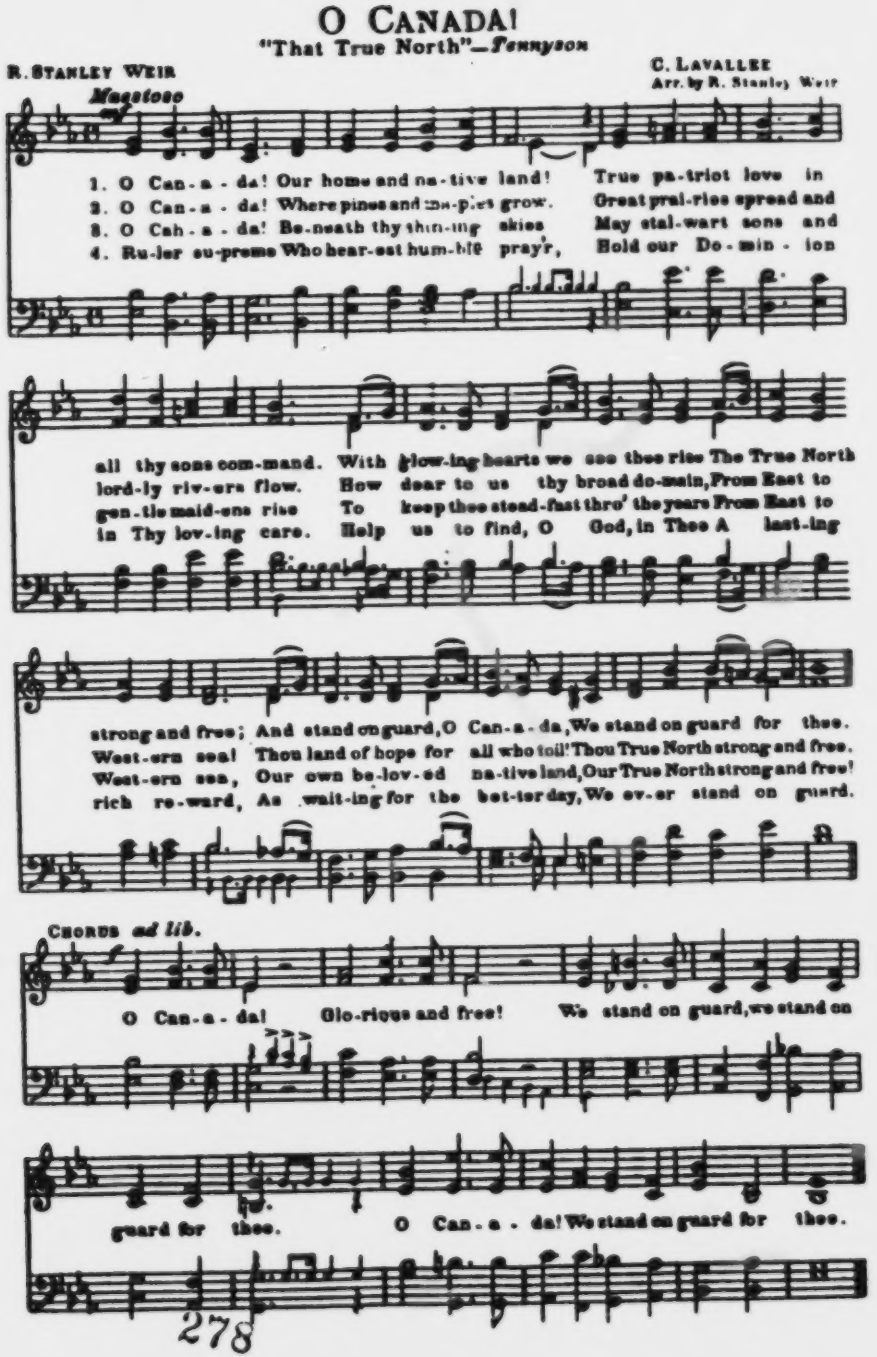
Projet de loi sur la réforme constitutionnelle, 1978

Document explicatif

Government of Canada Gouvernement du Canada

Gouvernement du Canada Government of Canada

FIG. 4.3 Cover of Government Publication


O CANADA!
"That True North"—Tennyson
R. STANLEY WEIR
C. LAVALLEE
Arr. by R. Stanley Weir
Maestoso
1. O Can-a-da! Our home and na-tive land! True pa-triot love in all thy sons com-mand. With glow-ing hearts we see thee rise The True North strong and free;
2. O Can-a-da! Where pines and ma-ples grow. Great prai-ries spread and lord-ly riv-ers flow. How dear to us thy broad do-main, From East to West-ern sea!
3. O Can-a-da! Be-neath thy shin-ing skies May stal-wart sons and gen-tle maid-ens rise To keep thee stead-fast thro' the years From East to West-ern sea,
4. Ru-ler su-preme Who hear-est hum-ble pray'r, Hold our Do-min-ion in Thy lov-ing care. Help us to find, O God, in Thee A last-ing rich re-ward,
And stand on guard, O Can-a-da, We stand on guard for thee.
Thou land of hope for all who toil! Thou True North strong and free.
Our own be-lov-ed na-tive land, Our True North strong and free!
As wait-ing for the bet-ter day, We ev-er stand on guard.
CHORUS ad lib.
O Can-a-da! Glo-rious and free! We stand on guard, we stand on guard for thee.
O Can-a-da! We stand on guard for thee.

O Canada (in French)

O Canada terre de nos aieux, ton front est ceint de fleu-rons glorieux! Car ton bras sait porter l'épée, il sait porter la croix! Ton histoire est une épopée des plus brillants exploits. Et ta valeur, de foi trempée, protégera nos foyers et nos droits, protégera nos foyers et nos droits.

Oh Canada! (a literal translation of above)

Oh Canada, land of our forefathers, your forehead is decorated with a crown of glorious jewels! Because your arm knows how to carry the sword, it knows how to carry the Cross! Your history is an epic of most brilliant exploits. And your valor and faith will protect our homes and our rights, will protect our homes and our rights.

FIG. 4.4 O Canada: Words and Music

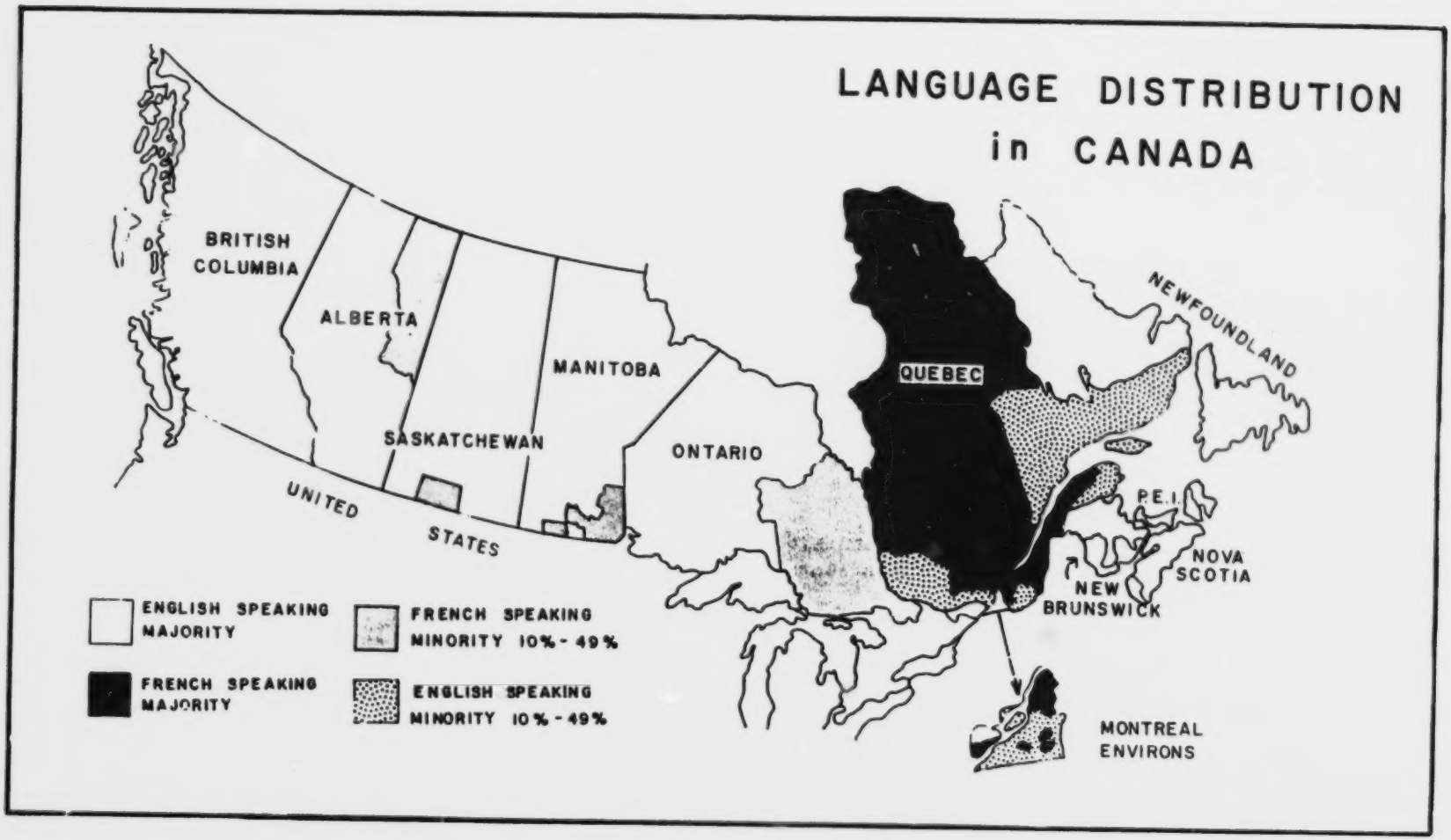


FIG. 4.5 Language Distribution in Canada

What Is a Canadian?/What Is an American?

Below you will find a set of statements that describe Canadians or Americans, or both Canadians and Americans. After reading each statement, label each either "C," "A," or "CA" for statements that apply to Canadians only, Americans only, or both.

_____These people are North Americans with a difference—liking but unlike their southern neighbors.

_____These people are North Americans who are ten times more numerous than their northern neighbors and who are citizens of an industrial and military giant.

_____These people share with their neighbor the longest unguarded border in the world.

_____These people have provided homes for the displaced, and a haven for refugees from violence, tyranny, and persecution.

_____These people are North Americans whose expansion westward did not involve many violent confrontations with the native peoples.

Write a short description of what a Canadian is to you.

What is a Canadian?

FIG. 4.6 What Is a Canadian?/What Is an American?

Canadian Newspaper Headlines:
The Canadian Caper in Iran:

Calls of appreciation pouring into embassy
Toronto Globe and Mail, Janaury 30, 1980

"Proud to be Canadians," parents of diplomats say
Montreal Gazette, January 30, 1980

Six U.S. diplomats hidden by Canada, leave Iran safely
New York Times, January 30, 1980

Rescue will hurt Canada eventually
The Ottawa Journal, January 31, 1980

Carter praises Canadian courage in personal call of thanks to Clark
Toronto Globe and Mail, Friday, February 1, 1980

Six who got away felt part of Canadian families
Toronto Globe and Mail, February 2, 1980

Canada's coup: Kenneth Taylor and the great American escape
Washington Post, March 31, 1980

FIG. 4.7 Canadian Newspaper Headlines
re: The Canadian Caper in Iran

Sports

Draw a line connecting the sports equipment with the name of the sport.

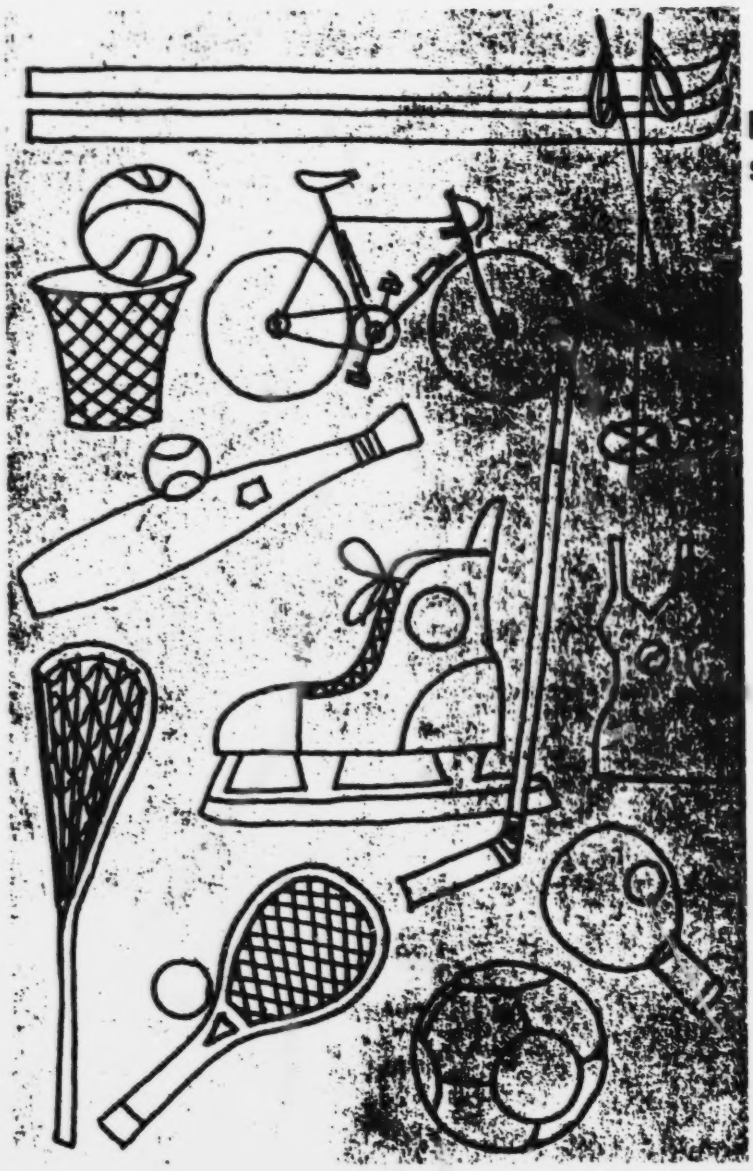
Baseball
Le baseball

Hockey
Le hockey

Basketball
*Le basketball

Lacrosse
La crosse

Ping-pong
Le ping-pong



Les sports

Reliez chaque article de sport au mot convenable.

Skiing
Le ski

Cycling
Le cyclisme

Swimming
La natation

Tennis
Le tennis

Volleyball
*Le volleyball

*Official Olympic Games Organizing Committee terminology.

FIG. 4.8 Sports/Les Sports

*Terminologie officielle du Comité organisateur des Jeux olympiques.

Hockey Word Search

S M F V S T A L E M U O C N A V D N

O I P K D R S Y H G L O D P A J K A

T G E B L P E V N K N B M I C Q M T

N A I M O K U G F B R H O X L K G I

S E C N C Q V A N C O U E M P Q L O

F L O O M O N T R A N J U D R V Y N

A Y H L N L O P R N R I N K L C L A

E E A D J A E H A A M O N T R E A L

L K Q E A F U N N D A T P I X K O H

E C S R V F Q R G I M R T N R N G O

L Q T D K U E Z E E C O H R Z Y R C

P H A N J B P X L N H U X B O S Y K

A L N K S L A P O S M C F V E J R E

M A L Z Y V E I P T E A N T K V N Y

X N E I E E Z A X Y C W A D J O W L

V O Y O H Z L W M E D K V C M I D E

K I C P L S C N O W S L A P S T L A

C T U W A K S F A J C G B U T J M G

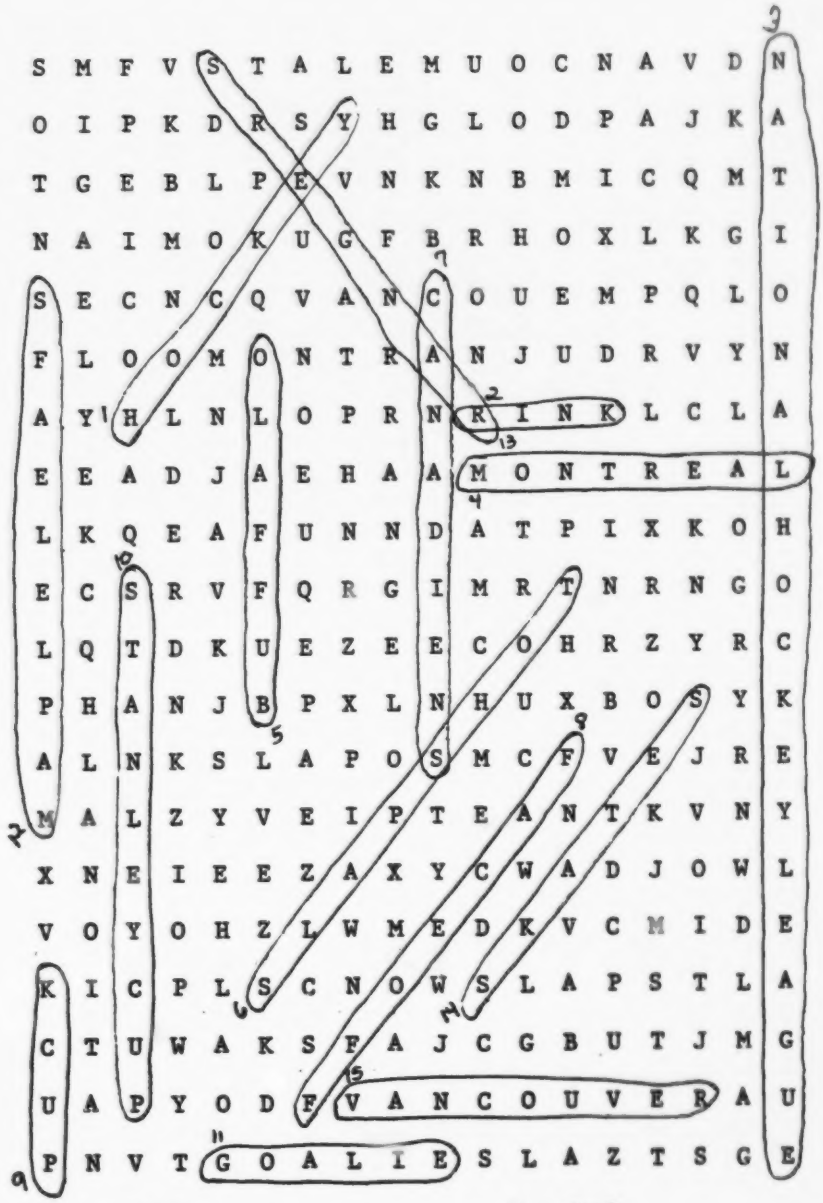
U A P Y O D F V A N C O U V E R A U

P N V T G O A L I E S L A Z T S G E

1. Hockey
2. Rangers
3. National Hockey League
4. Montreal
5. Buffalo
6. Slap shot
7. Canadiens
8. Face-off
9. Puck
10. Stanley Cup
11. Goalie
12. Maple Leafs
13. Rink
14. Skates
15. Vancouver

FIG. 4.9 Hockey Word Search

Hockey Word Search (answer sheet)


S M F V S T A L E M U O C N A V D N
O I P K D R S Y H G L O D P A J K A
T G E B L P E V N K N B M I C Q M T
N A I M O K U G F B R H O X L K G I
S E C N C Q V A N C O U E M P Q L O
F L O O M O N T R A N J U D R V Y N
A Y H L N L O P R N R I N K L C L A
E E A D J A E H A A M O N T R E A L
L K Q E A F U N N D A T P I X K O H
E C S R V F Q R G I M R T N R N G O
L Q T D K U E Z E E C O H R Z Y R C
P H A N J B P X L N H U X B O S Y K
A L N K S L A P O S M C F V E J R E
M A L Z Y V E I P T E A N T K V N Y
X N E I E E Z A X Y C W A D J O W L
V O Y O H Z L W M E D K V C M I D E
K I C P L S C N O W S L A P S T L A
C T U W A K S F A J C G B U T J M G
U A P Y O D F V A N C O U V E R A U
P N V T G O A L I E S L A Z T S G E

1. Hockey
2. Rangers
3. National Hockey League
4. Montreal
5. Buffalo
6. Slap shot
7. Canadiens
8. Face-off
9. Puck
10. Stanley Cup
11. Goalie
12. Maple Leafs
13. Rink
14. Skates
15. Vancouver

FIG. 4.10 Hockey Word Search (Answer Sheet)

Canadian Public Holidays

IN CANADA	1980	1981	1982	1983	1984	1985	1986
New Year's Day	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1	Jan 1
Good Friday	Apr 4	Apr 17	Apr 9	Apr 1	Apr 19	Apr 5	Mar 28
East Monday	Apr 7	Apr 20	Apr 12	Apr 4	Apr 23	Apr 8	Mar 31
Victoria Day	May 19	May 18	May 24	May 23	May 22	May 21	May 20
Dominion Day	July 1	July 1	July 1	July 1	July 2	July 1	July 1
Labour Day	Sept 1	Sept 7	Sept 6	Sept 5	Sept 3	Sept 2	Sept 1
Thanksgiving Day	Oct 13	Oct 12	Oct 11	Oct 10	Oct 8	Oct 14	Oct 13
Remembrance Day	Nov 11	Nov 11	Nov 11	Nov 11	Nov 11	Nov 11	Nov 11
Christmas Day	Dec 25	Dec 25	Dec 25	Dec 25	Dec 25	Dec 25	Dec 25
Boxing Day	Dec 26	Dec 26	Dec 26	Dec 26	Dec 26	Dec 26	Dec 26

IN THE PROVINCES (in addition to holidays in Canada)

BRITISH COLUMBIA	British Columbia Day - Aug 7	ONTARIO	Civic Holiday (first Monday of Aug)
MANITOBA	Civic Holiday (first Monday in Aug)	QUEBEC	Fete Nationale - June 24
NEWFOUNDLAND	(celebrated on nearest Monday) St. Patrick's Day - Mar 17 St. George's Day - Apr 24 Commonwealth Day - May 24 Discover Day - June 26 Memoria Day - July 10	SASKATCHEWAN	Civic Holiday (first Monday of Aug)
		YUKON	Discover Day (third Monday of Aug)
		NORTHWEST TERRITORIES	Civic Holiday (first Monday of Aug)

FIG. 4.11 Public Canadian Holidays

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Carter Praises Canadian Courage in Personal Call of Thanks to Clark

By Lawrence Martin
Globe and Mail Correspondent

WASHINGTON — President Jimmy Carter paid tribute to Canada yesterday for its role in getting six U.S. diplomats out of strife-torn Iran.

"The Canadians have been extremely helpful and courageous, both personally and politically," Mr. Carter told reporters. "It's a wonderful example of friendship and cooperation and common ideals that we share."

The President then telephoned Prime Minister Joe Clark. "I wanted to call...publicly and on behalf of all the American people, Joe, to thank you and Ambassador (Kenneth) Taylor and the Canadian Government and people for a tremendous exhibition of friendship and support and personal and political courage.

"You've probably seen the tremendous outpouring that has come from the American people on their own volition, and it is typical of the way we feel."

Mr. Clark expressed concern that the news of the escape might endanger the 50 U.S. hostages who remain in Tehran but Mr. Carter sought to ease his fears. "I don't believe the revelation of their departure will be damaging to the welfare of our other hostages. You were nice and very perceptive to express that concern."

The President added,"I think there was a remarkable demonstration of mutual trust that the existence of those Americans was kept confidential so long and that it was not revealed publicly until after they had left is very good."

He spoke of the series of private conversations with Mr. Clark since the U.S. Embassy was attacked by militants November 4. Mr. Carter said some of the conversations were "almost in verbal code."

Meanwhile, Americans continued to express their gratitude to Canada with telegrams and phone calls to embassies and consulates, with praise on radio hot-line shows, and with full-page advertisements in papers.

The Washington Post ran a lead editorial, titled *"O CANADA,"* which heaped praise on the country, saying: "Now there is an ally." It congratulated Canada not only for helping the diplomats but also for joining in the grain embargo against the Soviet Union and for being among the first to support the idea of an Olympics boycott.

At the State Department, spokesman Hodding Carter conducted his daily press briefing, wearing a maple leaf pin as "a form of thanks to Canada." It was given by one of the six diplomats after their arrival at Dover Air Force Base, Del,, from West Germany...

R. 4.1 Carter Praises Canadian Courage in Personal Call of Thanks to Clark

SOURCE: The Globe and Mail, Friday, February 1, 1980.

Profile: Ken Taylor—Canadian Diplomat

In the minds of many Canadians and Americans, Ken Taylor, former Canadian Ambassador to Iran, is a diplomatic hero. Why have towns and cities across the United States bestowed a hero's welcome upon a formerly relatively unknown Canadian diplomat? People in such places as New York, Boston, San Francisco, Seattle, and Plattsburgh, New York, have sought by the tens of thousands to express their gratitude to Ken Taylor as an individual and as a representative of Canada for the decision to harbor six American diplomats after the take-over of the American Embassy in Iran on November 4, 1979. It was an act of mercy which insured the freedom, and possibly saved the lives,of the six Americans.

Events in the Iranian revolution thrust the status of hero upon Ken Taylor. The thought that his actions would bring about such an overwhelming outpouring of affection was beyond imagining. He had hoped that his American "houseguests" would be able to make it out of Iran on their own and that he would be able to remain silently on duty in Iran. This hope was not to be. The departure of Mr. Taylor; his wife, Pat; and three remaining Canadian embassy employees was used as a cover to allow the Americans, using bogus Canadian passports, to escape from Iran. Until the very end, U.S. and Canadian officials worried that the false Canadian passports and exit visas might not fool Iranian officials.

Plans had been made to keep the Canadian role in rescuing the Americans a secret, but a Montreal newspaper published the story. Both Canadians and Americans were concerned about how the rescue might affect the plight of remaining American hostages when the news of the escape became publicly known. Great diplomatic skill, steady nerves, and patience with intricate attention to detail were needed to carry off the event known as the "Canadian Caper."

When the six American diplomats were interviewed, they disclosed the risks which Ken Taylor and the Canadians took to ensure safety and comfort. The six were hidden not only in the Canadian Embassy, but also in the homes of Canadians. They were made to feel a part of Canadian families, particularly at Christmas when their spirts sagged.

One Canadian editorial raised the question of whether or not Canada had a choice in aiding the six Americans. It was felt that when help is sought, any civilized country would have done the same. "It would have been unthinkable to do otherwise," one official stated. Americans were seen as neighbors.

Even a year after the event, Ken Taylor continued to receive awards, keys to cities, resolutions, proclamations, and tens of thousands of letters saying "Canada, we love you." or simply "Thank you, Canada." Mr. Taylor served as Canadian Ambassador to Iran from 1977 to January 1980. He was reassigned to the positions of Canadian Counsul General in New York and Canadian Commissioner to Bermuda.

If Lester Pearson was Canada's first diplomat hero (R. 5.4), then Ken Taylor is its second. His actions may have been as he says, "part of the job," but it was a job well done. Great skill and diplomacy were shown in bringing events to a happy ending. These characteristics are the basis of Canada's search for world peace.

R. 4.2 Profile: Ken Taylor—Canadian Diplomat

Thanks a Lot Mr. Taylor

Friendship between neighbors isn't automatic, as anybody with a neighbor can tell you. But when it comes to relations between nations, Canada is better than just a kissin' cousin.

Picking our friends has been difficult enough in recent years. We learned that in Vietnam, Nicaragua,and more recently, in Iran. But keeping them has been even more of a problem.

That's why having such a truly demonstrable ally like Canada is such a pleasure. How many times has the United States enjoyed the luxury of seeing a nation voluntarily come to our rescue without diplomatic pressure of some kind being applied?

It happened in November 1979, Canada helped six Americans escape from Iran during the capture of our embassy in Tehran. And when threatened by the cutthroat regime of Ayatollah Khomeini, Canada shrugged it off.

Today, Plattsburgh and the North Country salutes the man who engineered the escape of those six Americans — Kenneth D. Taylor. The former Canadian Ambassador to Iran will be the honored guest of Plattsburgh's "Canada Day."

Taylor is technically the guest of Plattsburgh State University College's Canadian Studies department, but the whole North Country has the chance to pay tribute to the popular Canadian.

The "day" has been proclaimed by both Plattsburgh and Clinton County, and Saturday and Sunday make up Canadian Appreciation Weekend, sponsored by the Plattsburgh and Clinton County Chamber of Commerce.

While in town today, Taylor will hold a news conference, speak to Canadian Studies students at PSUC, and attend a dinner at the college. But the highlight of the day will be Taylor's lecture on "Canada-U.S. Relations and the Iranian Crisis." It'll be given in the Hawkins Hall auditorium at 8 p.m.

That lecture will be broadcast live by WCFE-TV. Immediately following the broadcast, the public television station will show the documentary "Escape from Iran: The Inside Story." It will be the first time the film has been seen on American television.

It's doubtful anyone knows more about what good neighbors we have than we in the North Country do. We enjoy Canadian resources and they enjoy ours. Our neighbors to the north play a major role in our economy.

Canada has proven time and time again to be of pure gold. And we all know what the value of gold is these days.

Mr. Taylor — thanks a lot, neighbor.

R. 4.3 Press Republican Editorial on Ken Taylor

SOURCE: Press Republican, April 2, 1981.

From His Canadian Home: Music

From his Canadian Home.
Un Canadien errant.
Harmonized by GEOFFREY O'HARA.
Same melody as 25 with tempo changed. Words by A. GÉRIN-LAJOIE.
Voices.
Piano.
Plaintively- Plaintivement.
From his Ca - na - dian home Banished a wan - d'rer came,
Un Ca - na - dien er - rant Banni de ses foy - ers,
And full of tears would roam, Countries that strang-ers claim,
Pur-cour-ait en pleu-rant Des pa-ys é - tran-gers,
And full of tears would roam Countries that strang-ers claim.
Pur-cou-rait en pleu-rant Des pa-ys é - tran - gers.
Thoughtful and sad one day, Down by a riv - er bed,
Un jour triste et pen-sif As-sis au bord des flots,
As the stream slipped a - way, These were the words he said,
Au cou-rant fu - gi - tif Il a-dres - sa ces mots,
As the stream slipped a - way, These were the words he said.
Au cou-rant fu - gi - tif Il a-dres - sa ces mots.
'If you my land should see, My so unhappy land, Say to my friends from me They in my memory stand. (bis)
'Si tu vois mon pays, Mon pays malheureux, Va dire à mes amis, Que je me souviens d'eux. (bis)

Now the Winter's Come to Stay : Music

Now the Winter's come to stay.

Dans les chantiers.

Harmonized by
GEOFFREY O'HARA.

Melody and words from E. GAGNON'S
'Chansons Populaires du Canada.'

Voices.
Vigorously - Vigoureux.
Not too fast. ♩=100.
Piano.
Now the wint - er's come to stay,
Voi - ci l'hi - ver ar - ri - vé,
Roads of ice where riv - ers lay;
Les ri - viè - res sont ge - lées;
Time in - to the
Chez le temps d'hi -

Note for note "Maple Leaf Forever"
woods to go, Pork and beans is all we know. To
Au - tour des bois Man - ger du lard et des pois. Dans
camp we'll go for our win - ter home, To
les chan - tiers nous hi - ver - ne - rons! Dans
camp we'll go for our win - ter home.
les chan - tiers nous hi - ver - ne - rons!

Poor woodsman, bad luck you've found,
Oft your bed is on the ground;
Rainy bed and stormy clime,
Only hardship all the time.
To camp we'll go for our winter home,
To camp we'll go for our winter home.

Pauv' voyageur, que t'as d'la misère!
Souvent tu couches par terre;
A la pluie, au mauvais temps,
A la rigueur de tous les temps!
Dans les chantiers nous hivernerons!
Dans les chantiers nous hivernerons!

...Some games, such as kick-the-can, require no expenditure of any kind. It is played in endless variations all over the world. The keeper of the can tries to capture the others, one by one, until he/she has captured them all or until someone kicks the can and sets them free. In northern Quebec kids play a version called British bulldog. One player (possibly the bulldog) is at one end of a lawn, and everyone else is at the other. The first player must drag the others across a mid-field line. Each one dragged over become a member of his team. Finally only one opposing stalwart is left. That player (maybe he/she is the bulldog) is finally hauled across by everybody.

Quebec youngsters also play fox and hare in the snow. Americans call it fox and geese. A network of trails is tramped out. The fox is in the centre in a safe circle. The hares are on the edge. The fox chases the hares,who must stay on the trails. Those who make it to the centre circle are safe; those who are caught become foxes. Excitement grows as the hares try to remember who is now a fox.

In the simplest games the equipment is provided by nature. Horse chestnuts, for example, fall from trees. In Swing in the Garden, Hugh Hood describes "conkers" as played in Ontario forty years ago: "...the large horse-chestnut tree standing on the front lawn, source, for the boys along the street, of strange, green, spiny balls that yielded pale lumps when split open, yellow-white nuts which darkened upon exposure to air, forming the fibrous casing we used to test in formal battles. We would attach these chestnuts to strong cords to play a game... (called) 'conkers,' a word that probably means just what it sounds like. The object of the game was to conquer your opponent's chestnut by splitting it with a blow from your own, swung sharply overhand with a snap of the wrists."

R. 4.6 Children Play for Keeps

SOURCE: Canada Today/D/Aujourd'Hui, Vol. 9, No. 5, May 1978, p. 7.

Profile: Terry Fox—A Marathon of Hope

"I did my very best." With these words, Terry Fox ended his five-month Marathon of Hope, an attempt by a young man to cross Canada on one leg. Terry Fox did not achieve his obvious goal, yet in a very real sense he accomplished so much more.

Bright, handsome, and athletic, Terry Fox was born in British Columbia. While in high school, he dreamed of a career in sports. Fate, however, struck a cruel blow, for one day his leg seemed sore. Three days later his leg was amputated above the knee. The young athlete had developed a form of bone cancer which strikes young men and women in the 10-30-year-old age bracket. Over a five-year period only 10% of the victims of this type of cancer survive.

Terry Fox fought to meet the challenge. He played basketball from a wheelchair. He went on to Simon Fraser University, where he maintained a B average. Terry was determined that his life need not be shaped by disability. Why not prove this to all of Canada? Could an amputee wearing an artificial leg "run" across Canada? Why not? He began slowly, painfully, to train. At first he hopped awkwardly through the streets of his hometown, Port Coquitlam, B.C., but gradually he built up endurance and distance.

Terry Fox organized the Marathon of Hope. Only a few observers saw the beginning of Terry's odyssey at St. John's, Newfoundland, on April 12, 1980. Momentum steadily grew until 10,000 greeted him in Toronto where a policeman openly cried on the streets. On September 1, cruel fate struck again. Terry experienced severe pain. but he continued to run. He did not want to let the crowds down. He began to cough. His Marathon ended at the Thunder Bay bypass. By that time cancer had reappeared in the form of a coin-sized tumor in his right lung, Terry Fox had run 5,375 of the 8,220 kilometers.

The accomplishments of Terry Fox speak and will continue to speak of determination, courage, and the endurance of the human spirit. Terry Fox did not reach Vancouver, yet he did accomplish more far-reaching goals. He

- changed attitudes regarding disability;
- showed that cancer doesn't defeat the human spirit;
- raised more money (over $20 million) for Canada's Cancer Society than any other effort;
- touched the hearts and minds of all Canadians.

Events did not choose the young Canadian; he chose the events against all odds and did what no one else would think of doing. He became a Canadian symbol of bravery, courage, and unity. He had indeed done his very best.

R. 4.7 Profile: Terry Fox—A Marathon of Hope

Terry Fox Points the Way: Service Before Self

AN AUTHENTIC NATIONAL HERO has come out of the West and made the most glorious chapter in Canadian history. He has outrun all the other runners. He has gone, but he lives on — forever, we hope — in the hearts of his fellow men and women.

He towers above every other Canadian in our national story. There may be other heroes, unsung and unknown, whose achievements also should be publicized, so as to cheer us up and to show that other men and women also deserve our admiration; but never before has one person done so much for all Canadians as Terry Fox has done.

Comparisons are invidious, but not in this case. Terry Fox becomes a splendid standard and a fine yardstick against which everyone can measure himself or herself.

Just consider. Unlike heroes who have been trapped by torture and imprisonment, or by the course of war, to endure dreadful experiences and to do brave deeds, this doomed young man dwelling in a country at peace conceived his own challenge and — with less reason, some might think, than anybody else — tried to run across a continent in order to help others, and did run exactly 3,339 miles with only one leg to call his own and with the resolution never to give up until fate struck him down.

It has been said that there are two kinds of people: those who are more interested in getting than giving, and those who are more interested in giving than getting. Terry Fox has carried the torch for the giving side of humanity; and while he may make the rest of us look rather small, his spirit and his example challenge every man, woman, and child to try harder, to demand less and to give more, and to be bigger, better, and braver than we are or have been.

Greed, corruption, self-pity, and complaint surround us. Too much by far, these things set our national, local, commercial, professional, vocational, and personal standards and goals. All around us we find people and groups of people crying and scheming and striking for more, and giving less and less in return.

With both physical and moral courage, and acting by choice and not necessity, Terry Fox turned his life into the most compelling lesson for this country and the world. He turned his private tragedy into a tremendous victory. He conquered himself and everyone else with a heart and sense enough to grasp what was happening.

He, child of the most ordinary of Canadian homes, showed the kind of manliness and commitment that parents hope to see in their sons but seldom find revealed so powerfully, the kind of manhood that boys want to see in their fathers and don't always discover, and the character that women wish for in their husbands and brothers.

He showed the qualities all of us would be delighted to see in politicians, teachers, athletes, and leaders in every field.

If—if only we can generate more of the Terry Fox spirit in all parts of Canada, among all kinds of Canadians.

As long as there are statues maintained in memory of other men and women, there should be statues of Terry Fox in every city and town—and, surely, on Parliament Hill in the nation's capital. And all sorts of other projects deserve to be, and surely will be undertaken.* Not so much in his memory, but rather so that his titanic personal achievement will prompt and inspire the rest of us to become better people and to stay that way.

If we don't bother, if we don't care about the lesson taught by Terry Fox, we don't deserve this wonderful country which he has graced, run across, made proud, and left in glory. He has pointed the way for the whole country as no one else ever has been able to do so effectively. He was special. He was unique. He was a great young man.

Let us cherish both the memory and the example. We can imagine what any other country would do if lucky enough to have such a hero. Let us be worthy of him.

David Macleller

R. 4.8 Terry Fox Points the Way: Service Before Self

SOURCE: Canadian Geographic, Summer 1981,

*This extraordinary young Canadian has been memorialized in our cartography and geography by the governments of British Colombia and Ontario with the naming of 8,646-foot Mount Terry Fox in B.C., the nearest peak to Mount Robson, and the naming of Terry Fox Courage Highway near Thunder Bay. The latter, of course, was the final stretch of his splendid run.

MODULE V: THE POLITICAL PERSPECTIVE — HOW CANADIANS MEET POLITICAL NEEDS

POLITICAL CONTENT UNDERSTANDING

1. In Canada, national, provincial and local levels of government respond to the needs of the people.

CONCEPTS

Nation-State
- governments and their responsibility to changing needs

SKILLS/ATTITUDES

Getting Information
- locate information in print
- identify the types of information needed through class discussion

Using Information
- classify and/or categorize data by developing charts

Self-Management
- develop constructive attitudes toward change

TEACHER NOTES

+ Canada has a federal system of government: the power to make laws is both a national (federal) and a provincial responsibility.

+ The federal government regulates trade and commerce, national defense, currency, and deals directly with foreign governments.

+ Provincial governments provide most social services; have complete responsibility for education, health, and welfare and make laws of a local nature; control regional economic development, roads and administration of justice; and share with the federal government the regulation and development of natural resources.

+ The Royal Canadian Mounted Police is the primary police force in eight of the ten provinces. In addition to the RCMP, Quebec and Ontario, the largest provinces, maintain their own provincial police forces.

FOCUS QUESTIONS

- *What is a federal system of government?*

- *Which level of government is stronger in Canada, the federal or provincial?*

- *In what ways do federal, provincial, and local levels of government meet the needs of the people?*

ACTIVITIES

- Have students review the base map of Canada (Fig. 1.2) and answer the following questions:

  - Why does Canada have both a federal capital and provincial capitals?

  - Why was Ottawa chosen as Canada's capital? (Have a group of students research this question.)

- A publication entitled <u>The Government of Canada at Your Service</u>: Canadian Unity Information Office, Ottawa (Ontario) K1A 0M5, presents the main types

of services offered by the Canadian federal government to all the people of Canada. Included is a listing of information services of the government of Canada. This concise publication can be used by teachers and students. As a class assignment, you might have students write for this publication.

- You may wish to have students consider the strategies accompanying Understanding I, Module 2 at this point, rather than in the economic section. These activities deal with wants and needs from the point of view of the Canadian government (see Figs. 2.1 and 2.2).

- Fig. 5.1 lists federal and provincial responsibilities. Have students examine the list and decide whether each item is a federal or provincial responsibility. You will want students to seek information needed to make these judgments in their textbooks; e.g., Canada, Past and Present by John Saywell, Clarke, Irwin and Company Ltd., Toronto 1975, or other resources.

- Teachers may wish to refer to Here's How it Happens: How Governments Work in Canada by Alex Carlton, Toronto: Gage Educational Publishing Ltd., 1978. This book was written for children and would be suitable for better readers. It includes text, illustrations, and teaching strategies for local, provincial, and federal kinds of government which you may wish to adapt for use in your classroom.

  See also Eugene Forsey, How Canadians Govern Themselves, Publications Canada, P.O. Box 1986, Station B, Ottawa, Ontario K1P 6G6.

POLITICAL CONTENT UNDERSTANDING

2. Canada is a constitutional monarchy and a representative democracy.

CONCEPTS

Nation-State
- as related to government structure

SKILLS/ATTITUDES

Using Information
- draw inferences from data by identifying relationships among the parts
- generalize from a cartoon by applying previously learned concepts and generalizations to the situation
- evaluate data by differentiating fact from opinion

Presenting Information
- communicate ideas by constructing appropriate cartoons

TEACHER NOTES

+ Canada is both a constitutional monarchy and a democracy.

+ In Canada the head of state is the Queen who is represented by the Governor-General (i.e., Elizabeth is the Queen of Canada, a position which functionally is not related to her role as Queen of England).

+ The Queen is represented in provincial governments by a lieutenant-governor. The Queen's position is largely ceremonial.

+ The real leader of the Canadian Parliament is the Prime Minister who is head of the party with the most "seats" in the Canadian House of Commons.

+ As of 1982, the House of Commons of the Canadian Parliament had a total of 282 seats; (Ontario - 95; Quebec - 75; B.C. - 28; Alberta - 21; Saskatchewan - 14; Manitoba - 14; Newfoundland - 7; P.E.I. - 4; N.S. - 11; N.B. - 10; Yukon - 1; and N.W.T. - 2).

+ The Canadian Senate is an appointed body of 106 members, proportionately divided among the various regions of the country.

+ Normally there are approximately 30 members in the Cabinet, including the Prime Minister, which is the executive branch of the Canadian Parliament.

+ The Cabinet has no fixed term.

+ Customarily the Cabinet includes at least one minister from every province.

+ The Cabinet initiates nearly all legislation, presents it to the caucus of its own party and then introduces it to the House of Commons.

+ The Cabinet members and the Prime Minister, along with all other members of Parliament (MP's), represent one of the 282 electoral districts or "ridings" in Canada.

+ The Prime Minister is the leader of the majority party in the House of Commons.

+ The Prime Minister can be turned out of office if he receives a vote of no confidence; i.e., a majority of the MP's vote against the government, or if he and his party decide to call an election.

+ A general election must be held at least every five years.

+ There is no limit to the length of time an individual can serve as Prime Minister. MacKenzie King, for example, served as P.M. for 23 years during the first half of this century. Pierre Trudeau has already served for 13 years (through 1982).

FOCUS QUESTIONS

- *What makes Canada a democracy?*

- *How can a country be both a democracy and a constitutional monarchy? Why?*

- *Which position is politically more powerful in Canada, the Queen or Prime Minister? Why?*

ACTIVITIES

- Have students study the Canadian Parliamentary structure and prepare answers to the following questions:

  - Where does the ultimate power (authority base) reside?

  - Where does power reside in a dictatorship?

  - What role does Parliament play in making a law?

  - Who leads the Canadian government? How and why?

  - What role does the Queen play?

  Have students consult How Canadians Govern Themselves by Eugene Forsey.

- After discussing Canada's governmental structure, have the students do the Canadian Government crossword puzzle (Fig. 5.2). The answer sheet is Fig. 5.3.

-

  Have students draw a series of cartoons depicting the responsibilities of the Prime Minister.

  Discussion Questions:

  - With what sorts of issues must the Prime Minister deal?

  - What do you think the hardest part of the Prime Minister's job is?

  - Who is now the Prime Minister of Canada?

  - Does a Prime Minister have a set term of office?

- Have students examine Fig. 5.4 and determine whether each statement is a "fact" or an "opinion." Review designations with students and discuss why statements are opinion rather than facts. Ask the students whether opinions ever contain facts.

POLITICAL CONTENT UNDERSTANDING

3. Canada, like other democratic nations, shares a belief in justice, equality, and human rights.

CONCEPTS

Nation-State
- as related to beliefs, values, and attitudes

SKILLS/ATTITUDES

Self-Management
- decrease egocentric perceptions
- increase the ability to empathize
- decrease ethnocentric perceptions

Participating in Interpersonal and Group Relations
- incorporate a set of positive learning attitudes by recognizing that others may have a different point of view by withholding judgment until facts are known

TEACHER NOTES

+ The courts in Canada have interpreted cases in such a way that basic human rights were protected.

+ There is both a federal and provincial court system.

+ Canada's courts are independent of its elected bodies.

FOCUS QUESTIONS

- *Why do you think the Canadian system of government is concerned about protection of human rights?*

- *Why are federal and provincial Bills of Rights needed?*

ACTIVITIES

• Around the turn of the century, 25,000 orphaned children, most of them from England, were sent to Canada where jobs and homes were quickly found for them. Girls tended to be assigned domestic work; boys farm work. Some of the children were as young as six years old. Inspectors of immigrant children were sent by the government to report on the health welfare, church, and school attendance of these children. Have students examine R.5.1 which contains sample reports.

Discussion Questions:

- Imagine you were one of these children; describe how you would feel.

- Did the government protect the children? Give an example.

- What kinds of lives did the children lead?

- What happens to orphans today?

- What might have happened to these children had they remained in England?

- Did these orphan children enjoy the rights now guaranteed by the Canadian Bill of Rights?

- Have students read R.5.7, focusing on the section which deals with the town of Vulcan, Alberta. Ask students to describe the Hutterite situation in Vulcan. Write the Hutterite beliefs and Vulcan objections to the Hutterites on the chalkboard (see Fig. 5.5.).

-

  Have students role play how they would feel about Hutterite religious rights if they were:

  - a farmer who wants to sell land and retire;
  - the owner of a clothing store;
  - a student in the local high school;
  - a doctor;
  - a grocery store owner.

Now have them answer these questions:

- Was the government of Alberta right in restricting Hutterite land purchases?

- Do you agree with the passage of the Alberta Bill of Rights? Why?

- What could Hutterites do to make themselves more welcome in Vulcan?

- If Canada is a democracy, and if a democracy is the rule of the majority, why shouldn't the majority set up laws restricting the religious practice of the minority?

For more information on the Hutterites, have students consult: Chapter 1 of H. Troper and L. Palmer's Issues in Cultural Diversity, Toronto: The Ontario Institute for Studies in Education, 1976. And also "The Hutterites, Plain People of the West," by William Albert Allard, National Geographic, Vol. 138, No. 1, July 1970, pp. 98-125.

POLITICAL CONTENT UNDERSTANDING

4. Legal, political and historic documents support the beliefs held important by Canadians.

CONCEPTS

Citizenship
- as related to freedom, equality, and values

SKILLS/ATTITUDES

Getting Information
- locate sources of print information

Using Information
- generalize from data by creating a broad statement which encompasses findings of class discussion

Self-Management
- increase the ability to empathize

TEACHER NOTES

+ The British North American Act (BNA Act) officially created the Dominion of Canada. It was the first step toward independence. It was passed by the British Parliament and signed by Queen Victoria on March 20, 1867.

+ The BNA Act is the skeleton of Canada's working Constitution.

+ The BNA Act contains few guarantees of specific liberties.

+ The Canadian Bill of Rights was enacted on August 10, 1960.

+ Individual provinces have also enacted Bills of Rights.

+ On December 11, 1931, the Statute of Westminster established the British Commonwealth of Nations and meant that Canada was virtually independent of Great Britain.

FOCUS QUESTIONS

- *In what ways do the BNA Act and the Canadian Bill of Rights reflect Canada's values?*

- *Can Canada's Bill of Rights be repealed? Why?*

ACTIVITIES

- Canada does not have a document comparable to our Constitution. Many of the basic features of Canada's government are not even mentioned in the BNA Act. Legislation, custom, and court decisions have done much to shape Canada's government. What does the BNA Act do? Have students read R.5.2 and discuss the meaning of each section.

- Have your more able students examine Article 1 of Part 1 of Canada's Bill of Rights (R.5.3) and answer the following questions:

  - What is discrimination?

  - Why does the Canadian Bill of Rights say that no individual should be discriminated against due to race, national origin, color, religion, or sex?

  - What is due process?

  - What freedoms are guaranteed?

POLITICAL CONTENT UNDERSTANDING

5. Within an interdependent global community, Canada has played and continues to play a distinct and independent peace-keeping role.

CONCEPTS

Interdependence
- as related to needs and wants, survival, interaction and cooperation

SKILLS/ATTITUDES

Getting Information
- identifying a variety of sources of information such as maps and globes

Using Information
- draw inferences from data by identifying relationships among the parts

Presenting Information
- speak in an effective way by spending sufficient time in planning an oral report and keeping to the topic

Self-Management
- decrease ethnocentric perceptions

TEACHER NOTES

+ Canada is a member of the United Nations, the Commonwealth of Nations, N.A.T.O., and N.O.R.A.D.

+ Canadians have served in U.N. peacekeeping activities throughout the world including the Middle East and Cyprus. At the height of the Korean War, there were 8,000 Canadians stationed in that country. More than 1,000 Canadians were stationed in Cyprus at the peak of that crisis.

+ Canada has developed an active aid and development program for the Third World.

FOCUS QUESTIONS

- *Why is Canada's role as peacekeeper so important to Canadians?*

- *To what extent do you think Canada's location between two super powers has influenced Canadian attitudes toward peace?*

- *Why is food an important aspect of peace?*

ACTIVITIES

• Americans tend to think of Canada as our neighbor to the distant north, somehow out of the mainstream of international affairs. Have students examine Fig. 1.4 or a globe. Looking from the perspective of an Azimuthal equidistant projection, Canada is very much in the center of things.

Discuss the following questions:

- What nations are Canada's nearest neighbors?

- What major capitals are within a 3,000 mile radius of Ottawa?

- Why might Canada's location make her particularly interested in maintaining international peace?

- According to Gunnar Jahn, Chairman of the Nobel Peace Prize Committee, Lester Bowles Pearson "Saved the World" when he negotiated a cease-fire in the 1956 Suez Crisis. Have students examine R.5.4 and respond to the following questions:

  - In what ways does Lester Pearson's career reflect Canada's attitude toward international relations?

  - Why is Lester Pearson known as "the honest broker"?

  - Why did Pearson believe in compromise?

  - Why is diplomacy important to Canada?

  - In what ways is Pearson a uniquely Canadian figure?

- Lester Pearson's life was exciting and interesting. Some examples of the interesting things that happened to him are that he:

  - was born in a Methodist parsonage.

  - crashed his plane during an early solo flight in World War I.

  - was hit by a bus during a London blackout.

  - worked in a meat packing plant.

  - played ice hockey and lacrosse.

  - received a law degree from St. Johns College, Oxford.

- Have students do some research on Pearson's non-professional life. Be sure to have them identify a list of possible resources.

- With this information about Lester Pearson's life, have students use R.5.3 to complete the Pearson Circle Puzzle (Figs. 5.6-5.8).

-

  As a long range project, have students research the 1956 Suez Crisis and prepare oral reports about the role Canada played in it.

- Canada and the United States are close neighbors with many shared values, yet the two nations do not always look at specific issues from the same perspective. Have students examine R.4.1 and R.5.5 and answer the following questions:

  - Why do you think President Reagan's first state visit was to Canada?

  - What issues have complicated the otherwise cooperative and positive Canada/United States relationship (e.g., fishing treaties, acid rain and industrial pollution, joint gas pipeline construction, American ownership of Canadian energy-related industries, etc.)?

  - In what recent international issue has Canada followed a policy similar to the United States? A dissimilar policy?

  - Why do Canada and the United States disagree regarding arms shipments to El Salvador?

POLITICAL CONTENT UNDERSTANDING

6. Canadian citizenship includes an awareness of its symbols and patriotic celebrations.

CONCEPTS

Citizenship
- as related to rights, responsibilities, freedom, and participation

SKILLS/ATTITUDES

Getting Information
- get information from Canadian coins, stamps, etc.

Using Information
- generalize from data by creating a broad statement which encompasses findings

Self-Management
- decrease ethnocentric perceptions

TEACHER NOTES

+ The beaver was a symbol of the Huron Indians.

+ The beaver was used as a symbol of Canada by both the French and the British, and in 1975 it officially became a symbol of the sovereignty of Canada.

+ In 1851, the beaver was the main feature of the first three-penny stamp.

+ The maple leaf was used as an emblem for Canada even before 1700.

FOCUS QUESTIONS

- *What does Canada's choice of symbols tell you about Canada and the way Canadians see themselves?*

- *What other symbols would you use to describe Canada?*

ACTIVITIES

• The beaver has long been one of the traditional symbols of Canada. It is also a symbol for several states in the United States, including New York. In Canada, it has appeared on stamps, coins, and posters. In the early days, beaver pelts were actually used as money. Have students examine Figs. 5.9-5.10 and discuss the following questions:

  - What is a symbol?

  - What symbols do you use and see in your daily life (e.g., Uncle Sam, American eagle, Ronald McDonald, etc.)?

  - What qualities do you associate with the beaver?

  - Why do you think the beaver was chosen as a symbol of Canada?

  - What other symbols do you associate with Canada?

  - Why do you think the beaver was chosen to appear on one of Canada's first stamps?

• The maple leaf is another Canadian symbol. The maple leaf flag became the National Flag in February, 1965. Have students investigate the maple leaf as a Canadian symbol.

- For additional information on symbols, have students consult The Arms, Flags and Floral Emblems of Canada, Ottawa: Department of the Secretary of State of Canada, 1978.

- Have students collect and examine some Canadian coins (penny, nickel, dime, quarter). Have students make a rubbing of each denomination. Ask:

  - Why does only the federal government make coins?

  - Why does the schooner Bluenose appear on the Canadian dime? Why does the Queen of England appear?

- The Queen has been a symbol of Canadian sovereignty, but in 1977 her image was removed from the new twelve-cent postage stamp. In R.5.6 students will find two letters, one favoring this step and one opposed. Have students read each letter and then list arguments favoring the removal of the Queen's picture and arguments against the removal.

  Discussion questions:

  - How do you think French Canadians feel about the Queen of England being the official head of state?

  - Why has the Queen been a traditional symbol of Canada?

- Have students examine the list of public holidays in Canada (Fig. 4.10). Ask them to discuss:

  - Which of these holidays are patriotic celebrations?

  - How is Dominion Day celebrated in Canada?

Cover of Government Publication

Canada in Today's World, Ottawa: Department of External Affairs, 1980.

The Government of Canada at Your Service, Ottawa: Canadian Unity Information Office, 1978.

Introduction to Canada: A Guide for Immigrants, Manpower and Immigration, Immigration Division, Minister of Supply and Services Canada, 1976.

Saywell, John, Canada Past and Present, Toronto: Clarke, Irwin and Company, Limited, 1975.

Troper, Harold and Palmer, Lee, Issues in Cultural Diversity, Toronto: The Ontario Institute for Studies in Education, 1976.

Trudeau, Pierre Elliott, A Time for Action Toward the Renewal of the Canadian Federation, Ottawa: The Government of Canada, 1978.

Federal/Provincial/Local Responsibilities

Below you will find a list of activities carried out either by the federal, provincial, or the local government in Canada. Five of the items are federal responsibilities; five are provincial/local responsibilities. Examine each item and, using outside resources, determine whether the activity is a federal responsibility or a provincial/local responsibility.

-bicycle license
-defense
-foreign relations
-family courts
-inter-provincial transportation
-school budgets
-natural resources
-trade and commerce
-working conditions
-broadcasting

federal	local/provincial

-Why might some of these activities actually be of concern to <u>both</u> federal and provincial governments?

-Do you think a private citizen has more dealings with the federal or with the local government? In Canada? In the United States?

-What are the similarities and differences between Canada and the United States in the area of federal vs. provincial/state responsibilities.

FIG. 5.1 Federal/Provincial/Local Responsibilities

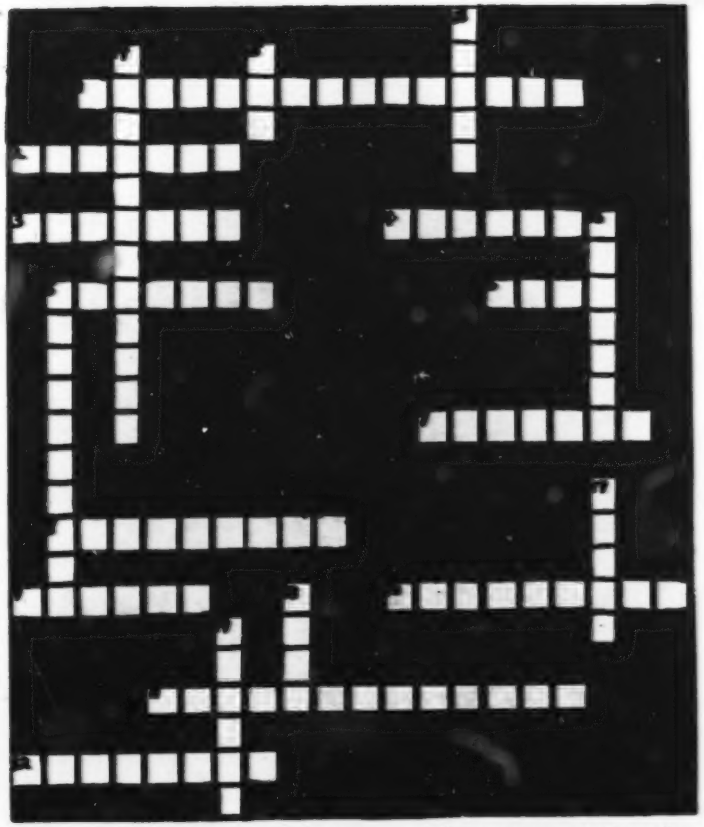

Fig. 5.2 Canadian Government Crossword Puzzle

ACROSS

1. The Queen of England's representative in Canada.
2. The House of _____ is the elected body of Parliament and the most powerful.
3. The national anthem of Canada.
4. Synonym for electoral districts in Canada
5. The elected leader of a province, a position similar to that of a governor in the U.S.
6. Abbreviation for Canada's national police force
7. Members of the Senate are chosen by the Prime Minister and his _____.
8. The Prime Minister heads the _____ branch of government.
9. The capital city of Canada
10. Canada's form of government is both a Constitutional Monarchy and a _____.
11. The 10 provinces and 2 territories in Canada make up the Canadian _____.
12. A Prime Minister continues in office until his 5-year term expires or he loses the support of a _____ of the members in the House of Commons.

DOWN

5. The lawmaking body of Canada.
13. Official ceremonial head of Canada's government.
14. A group of 36 former colonies of Britain to which Canada belongs.
15. Abbreviation for the Act in 1867 which serves as Canada's written Constitution.
16. The highest judicial body in Canada is called the _____ Court.
17. Abbreviation for North America Defense System to which Canada belongs.
18. Parliament must hold an election every ____ years.
19. Canada has two branches of government, the House of Commons and the _____.

Fig. 5.3
CANADIAN GOVERNMENT
CROSSWORD PUZZLE (answers)

Fact/Opinion Sheet: CANADIAN GOVERNMENT

Statements can be either fact or opinion. An opinion is what someone thinks or feels; a fact is something that is known to be true. Place an "O" next to those statements that are opinions and an "F" next to those that are facts.

1. _____Canada is an independent nation with a federal system of government.

2. _____The United States is more democratic than Canada.

3. _____Canada is a more peace-loving country than the United States.

4. _____There are ten provincial governments in Canada, each headed by a lieutenant-governor and consisting of an elected legislative assembly.

5. _____Canada and the United States are both democracies.

6. _____Canada's Governor-General has become more representative of Canada's people.

7. _____Canada's House of Commons is more powerful than the United States House of Representatives.

8. _____The Prime Minister is the leader of the majority party in the House of Commons.

9. _____The Prime Minister is more representative of the people of Canada than the American President is of his country's people.

10. _____Canada is a constitutional monarchy; the United States is a republic.

11. _____The royal family is popular with all Canadians.

12. _____The Prime Minister of Canada is a member of Parliament.

13. _____The President of the United States is elected for a set number of years.

14. _____In both Canada and the United States, the courts determine the exact meaning of the laws and constitution.

15. _____The Canadian Bill of Rights is just like any other act of Parliament.

FIG. 5.4 Fact/Opinion Sheet: Canadian Government

The Case of the Hutterites

Hutterites believe in:

-pacifism (they will not join the armed forces)

-agricultural collectives (the group owns all farm land in what is known as a colony)

-their own schools

-few personal goods (clothes and other items they make themselves)

-central dining halls (no private kitchens)

-traditional customs and language

-self-sufficiency (they purchase little from surrounding communities)

Citizens of Vulcan object to Hutterites because:

-Hutterites do not buy at Vulcan stores

-they sell cheaper farm goods in direct competition with local grocery stores

-they will not serve in the army

-they do not send their children to local schools which means that Vulcan schools may some day have too few students

-the population of Vulcan is declining as young people and retirees move away, which reduces population still more

Who is right? Hutterites? Vulcanites?

Has Canada protected the Humar Rights of the Hutterites? Or the Vulcanites?

FIG. 5.5 A Matter of Conscience: The Case of the Hutterites

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Pearson Circle Puzzle

Lester B. Pearson became the first Canadian to receive this special award. To find out the name of this award, read the clues in Part I which tell something about Pearson's life. Put the answer to each clue in the blanks beside the corresponding number in Part II. After you have completed all 15 clues, print the circled letters in order in the space below over the words "Name of Award" to see what award he received.

Clues **Part I**

1. The position which he held as head of Canada's government.
2. The university which he attended in England.
3. The name of the Canadian political party to which Pearson belonged.
4. The nickname which he was well known by.
5. The name of the treaty organization which Pearson helped to organize.
6. He suggested a military force be sent to this country to end the fighting in 1956.
7. Pearson was a semi-professional player in this sport.
8. He was Canadian ambassador to this country.
9. Pearson died in this city in Ontario in 1972.
10. This man followed him as Prime Minister of Canada in 1968.
11. Pearson participated in this world athletic event which is held every four years.
12. Pearson's birthplace.
13. During World War I he was a pilot for the Air Force of this country.
14. He helped end this canal crisis in 1956.
15. The piece of wearing apparel which was his trademark.

FIG. 5.6 Pearson Circle Puzzle

Part II

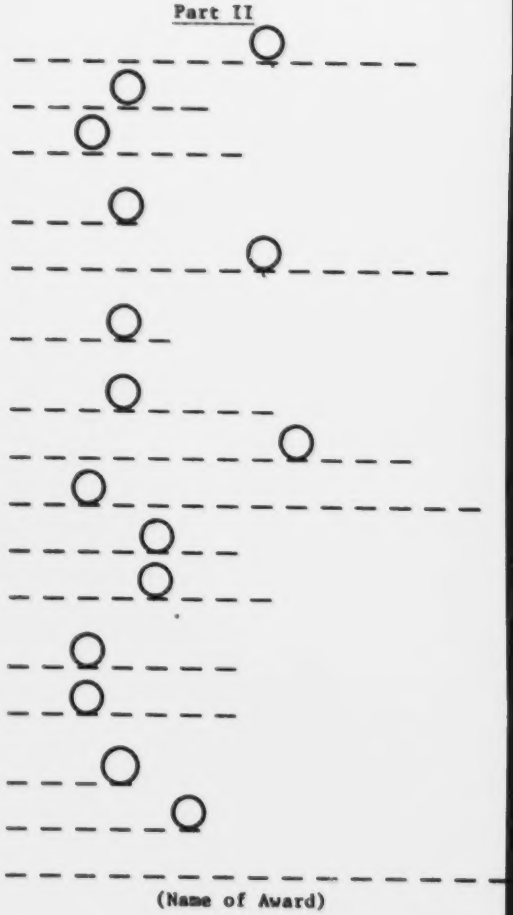

FIG. 5.7 Pearson Circle Puzzle Work Sheet

Pearson Circle Puzzle (ANSWER SHEET)

1. PRIME MINISTER
2. OXFORD
3. LIBERAL
4. MIKE
5. NORTH ATLANTIC
6. EGYPT
7. BASEBALL
8. UNITED STATES
9. ROCKCLIFFE PARK
10. TRUDEAU
11. OLYMPICS
12. TORONTO
13. BRITAIN
14. SUEZ
15. BOWTIE

NAME OF AWARD: NOBEL PEACE PRIZE

FIG. 5.8 Pearson Circle Puzzle Answer Sheet

Canadian Pacific Logo

FIG. 5.9
The Logo of Canadian Pacific, Ltd.

338

National Museum of Man Emblem

FIG. 5.10 The Emblem
of the National Museum of Man

339

BURTON, Mabel
From South Stoneham
By Hon. Mrs. Joyce Union
per Miss Fowler
With Alex McKee, Farmer
P.O. Seldon, Manitoba

Age 11/good home/employed at light housework/health fairly good/attends church and school/character fairly good/no complaints.

Terms: to be clothed and cared for, and $5 per annum sent to Miss Fowler of the Girls' Home, Winnipeg. She is a bright girl.

8 August 1899.

JACOBS, Robert
From Wereham Union
By Canadian Catholic Emigration Committee
With Michael Foran, Farmer
P.O. St. Anicet
Huntington County, Quebec

Age 14/good home/employed at farm work/health good/attends church/no schooling/character good. This child is not satisfied with his place. He says that he is ill-treated, very often beaten. Mr. Foran admits the facts and gives us an excuse that the whippings were to correct the boy. This child was very poorly clad. He should be removed.

27 April 1899.

PRAT, William
From Barton Regis Union
By Briston Emigration Society
With Gabriel Joseph Warden, Farmer
P.O. Kars, King's County,
New Brunswick

Age 10/splendid home/employed at farming/health good/daily attendance at school/character very good.

Terms: adopted.

1 June 1899.

HALL, Edward
From West Derby Union
By Liverpool Catholic Children's Protective Society
With St. Vincent's Home
11 Thomas Street, Montreal

Age about 7/health, weak constitution. His body and hands are covered with sores, and matter runs from his nose continually. I would recommend that for the above reasons this boy should be returned to England. Attends church/private lessons at the Home/character good.

3 June 1899.

Reports submitted by Inspectors of Immigrant Children, Department of the Interior, Immigration Branch.

NOTE: There was a happy ending, it seems, to the Edward Hall story. An outbreak of measles at St. Vincent's Home delayed his return to England, and his health improved remarkably. A childless Montreal woman took him into her home in 1900, when he was eight years old.

R. 5.1 The Pauper Children in Canada, 1899

SOURCE: Bruce, Jean, The Last Best West, Toronto: Fitzhenry and Whiteside, 1976. p. 49.

First, it creates the federation, creates the four original provinces, and provides for the admission or creation of the rest.

Second, it creates a central Parliament and provincial legislatures, and provincial cabinets.

Third, it sets out the powers of the central Parliament and the provincial legislatures.

Fourth, by creating the Queen's Privy Council for Canada, it provides the legal basis for the federal cabinet.

Fifth, it gives Parliament the power to set up a Supreme Court of Canada.

Sixth, it guarantees certain limited rights for the English and French languages in the federal Parliament courts and Quebec legislature and courts.*

Seventh, it guarantees the right to separate schools for Protestants and Roman Catholics and, by a 1949 amendment, to a variety of denominational schools in Newfoundland.

Eighth, it guarantees Quebec's right to its own civil law.

Ninth, it guarantees free trade between the provinces.

Tenth, it gives the provinces the right to amend their own constitutions, "except as regards the office of lieutenant-governor."

Eleventh, it gives the central executive government certain controls over the provinces: appointment, instruction, and dismissal of lieutenant-governors (two have been dismissed); disallowance of provincial acts within one year after their passing (112 have been disallowed—the last in 1943—from every province except Prince Edward Island and Newfoundland); power of lieutenant-governors to send provincial bills to Ottawa unassented to (in which) case they do not go into effect unless the central executive assents within one year; of 70 such bills, the last in 1961, from every province but Newfoundland, only 14 have gone into effect).

These are the main things the BNA Act does. They provide the legal framework within which we can adopt, adjust, maneuver, innovate, compromise, arrange, by what Prime Minister Sir Robert Borden called "the exercise of the commonplace quality of commonsence."

*The Manitoba Act, section 23, provides the same guarantees for the Manitoba legislature and courts.

R. 5.2 Summary of the British North American Act of 1867

SOURCE: Eugene Forsey, How Canadians Govern Themselves, Ottawa: Government of Canada, 1980. p. 12.

CANADA'S BILL OF RIGHTS

PART ONE, ARTICLE 1

It is hereby recognized and declared that in Canada there have existed and shall continue to exist without discrimination by reason of race, national origin, colour, religion or sex, the following human rights and fundamental freedoms, namely:

(a) the right of the individual to life, liberty, security of the person and enjoyment of property, and the right not to be deprived thereof except by due process of law;

(b) the right of the individual to equality before the law and the protection of the law;

(c) freedom of religion;

(d) freedom of speech;

(e) freedom of assembly and association; and

(f) freedom of the press.

R. 5.3 Canada's Bill of Rights, Part One, Article One

PROFILE: LESTER PEARSON
"THE MAN WHO SAVED THE WORLD"

What makes a Nobel Peace Laureate? In his lifetime, Lester Bowles Pearson, a United Nations delegate, Minister of External Affairs, and Canada's fourteenth Prime Minister, 1963-1968, became the embodiment of Canada's role as an independent global peace keeper. Almost single-handedly he was responsible for shaping a foreign policy which was uniquely Canadian. This policy was and is based upon three major points:

- a commitment to peace;
- a belief in compromise; and
- the use of such international organizations as the United Nations to resolve conflicts among interdependent nations.

Lester Pearson, affectionately nicknamed "Mike" by public and press, had a firm understanding of domestic and international problems. Under Pearson's leadership, Canada's influence and prestige in such crisis areas as Palestine, Korea, and Suez rose dramatically. Canada became a decisive participant in world conferences. Pearson helped to design the United Nations Charter at San Francisco in 1945. Many hoped to see him become the first Secretary General of the United Nations, but the Soviet Union preferred a European. He did, however, serve as President of the 7th General Assembly. He was the central figure in creating the North Atlantic Treaty Organization (NATO).

A cornerstone of Pearson's foreign policy was a belief in close cooperation with Canada's traditional allies: Great Britain and the United States. When Britain and the United States disagreed, he often served as a middleman to resolve the controversy. Canada follows an independent and separate role. Canada does not always agree with these other nations on international issues.

The "honest broker" did not hesitate to criticize some U.S. policies. In 1951, as Canada's delegate to the United Nations, he opposed the U.S. position that Communist China be declared the aggressor in the Korean War. As a result, a much milder resolution was adopted by the United Nations. In 1965, he disagreed with American bombing of Hanoi and worked unsuccessfully to arrange a cease-fire. In spite of such criticism of his policies, President Johnson sought Pearson's advice in the 1967 Arab-Israeli War.

Although Pearson, as Canada's Minister of External Affairs, believed in the British Commonwealth of Nations and close partnership with Britain, he objected to some British policies, particularly the policy of military intervention in Egypt in response to Egypt's takeover of the Canal in 1956. When Britain, along with France and Israel, ignored Pearson's warnings and invaded Egypt in the fall of 1956, Pearson persuaded the United Nations to express its disapproval of the invasion and to organize the U.N. Emergency Force to police the Gaza Strip. This action made him unpopular at home with pro-British Canadian Tories, but internationally earned him the 1957 Nobel Peace Prize. Gunnar Jahn, Chairman of the Nobel Prize Committee, said the "honest broker saved the world" when he engineered the Gaza Strip ceasefire which ended the Suez Crisis.

The keen diplomatic skills of Lester Bowles Pearson brought people of all nations together. His dedicated belief in compromise brought to Canada its finest Nobel Prize. It made him Canada's first diplomatic hero.

R. 5.4 Profile: Lester Pearson "The Man Who Saved the World"

The American-Canadian Relationship: An Editorial

By Peter C. Newman

Probably the most inadvertently accurate description of American-Canadian relations was an off-the-cuff remark made by Robert Thomson, once a national leader of the Social Credit party, who ended his lengthy harangue in the House of Commons several years ago with the observation: "The Americans are our best friends, whether we like it or not."

It was this spirit of inevitability that colored last week's 27-hour lightning visit by Ronald Reagan to Ottawa. Asked whether there had been any areas of disagreement between himself and the American president, Pierre Trudeau replied, "Believe it or not, I can't think of any."

This was a peculiarly benign stance in view of the series of diplomatic broadsides that preceded Reagan's arrival.... In their peremptory sinking of the East Coast Fisheries Treaty and their almost deliberate lack of concern over acid rain, the Americans are exercising their right to ignore our best interests. As they view such issues in the context of their world responsibilities, Reagan's policy planners probably allocate Canada a priority that ranks just above their bilateral dealings with Monaco.

It was only right and proper that Trudeau didn't try to use his confrontation-style politics with an American chief of state whose tenure in the White House has been so brief.... The realization that has come to us so lately and so late is that we don't any longer want to perpetuate our status as a favored colony of the dynamic nation to the south. The great notion fuelling this coming of age is that at long last we are beginning to perceive ourselves in terms of *Canadian*, and not imported U.S., values....

Let's be good to the Yanks and hope they're good to us. But let's not pretend that our national interests coincide with theirs. Too many high-ranking Washingtonians still subscribe to J.P. Morgan's comment: "Canada is a very nice place. And we intend to keep it that way."

R. 5.5 The American—Canadian Relationship: An Editorial

SOURCE; Maclean's, March 23, 1981. p.3.

"Queen Is A Fine Woman But My Loyalties Are To Ottawa"

Several of your correspondents have been critical of the government's issues of stamps without the Queen's picture. These are probably the same people who made me feel like a foreigner when I was stationed at Malton in 1943.

As a Quebec anglophone, I think the Queen is a fine woman, greatly to be admired.

However, my loyalties are to Ottawa regardless of the quality of government we have. I don't need a Queen staring at me every time I open an envelope.

It is also very restricting on my stamp collection.

I do not feel the Queen has had anything to do with our current constitutional crisis.

What has increased the tensions has been those persons who have touted the British monarchy and General DeGaulle as being more important than the brotherhood of Canadians.

"An Insult To Her Majesty"

I protest the dropping of the Queen's portrait from our 12 cent stamp.

It is an insult to Her Majesty and a kick in the teeth to British-Canadian sovereignty.

R. 5.6 Letters Expressing Opinions About the Queen

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THE HUTTERITES

The Hutterites are a religious sect which grew out of the Protestant Reformation. They believe in:

- pacifism (they will not join the armed forces)
- agricultural collectives (the group owns all farm lands)
- their own schools
- central dining halls (no private kitchens)
- traditional customs and language
- self-sufficiency (they purchase little from outside and make most of their personal goods, including clothing, themselves).

The Hutterites have been persecuted in Germany, Russia, and the United States. They moved to Canada in 1922 and now have 75 communities of about 150 people each, mostly on the Prairies. When a colony grows to about 100, they try to buy new land to form another colony.

During World War II, Hutterites refused to serve in the armed forces. The provincial government of Alberta passed a law forbidding the sale of land to Hutterites (1942). In 1943, the law was extended to leasing. Subsequent laws restricting the sale of land to Hutterites were enacted.

Non-Hutterites in such towns as Vulcan, Alberta (a railroad town of 2,000 people which serves the grain farmers of the region) object to the Hutterites because:

- Hutterites do not buy at Vulcan stores;
- They sell cheaper farm goods in direct competition with local grocery stores;
- They will not serve in the army;
- They do not send their children to local schools which means that Vulcan schools may some day have too few students; and
- The populations of towns like Vulcan are declining as young people move to cities for education and jobs and retired people move to British Columbia or to the southern United States. Fewer non-Hutterites and more Hutterite farms mean smaller markets.

In 1971, a new provincial government in Alberta was elected which promised to enact a Bill of Rights. If a Bill of Rights were enacted, laws against the Hutterite land ownership would be struck down. In 1973, under Premier Peter Lougheed, the Bill of Rights became law and anti-Hutterite laws were abolished.

R. 5.7 The Hutterites